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ABSTRACT

In order to evaluate the scope, sequence, and instructional strategies of the Satellite Academies Program (SAP) Curriculum, the Center for Urban Education made every effort to gather relevant policy statements and curriculum products. The documents contained in this Addendum are organized in terms of basic program policy documents governing the development of curriculum, program-wide documents produced within individual academies. Contents are organized in four parts. Part 1 is an "Introduction." Part 2, "Policy Documents Governing Development of Curriculum" includes sections dealing with Satellite Academies Curriculum, Vestibule Training System Development Outline, and Satellite Academy Math Program. Part 3, "Program-Wide Documents," includes: Vestibule Curriculum; Academic Curriculum (Reading Program--A Curriculum Proposal-Individualized Reading and Language Arts Program; Math Program--Fundamental Workshop, Basic Word Problems Elective; Occupational Skills Program--The Business Math Program) and Electives Program: Proposal for an Electives Curriculum and an Interest Survey. Part 4, "Individual Academy Documents," reviews those pertaining to New York Plaza Academy and Nassau Academy, respectively. (Author/JM)

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Career Education Division

September 1972

SATELLITE ACADEMIES PROGRAM
CURRICULUM ADDENDUM

UD 014240

The Center for Urban Education
105 Madison Avenue, New York, N. Y. 10016

PREFACE

In order to evaluate the scope, sequence and instructional strategies of the Satellite Academies Program (SAP) Curriculum, the Center for Urban Education made every effort to gather relevant policy statements and curriculum products. The documents contained in this Addendum are organized in terms of basic program policy documents governing the development of curriculum, program-wide documents and documents produced within individual academies. A section for acknowledgements is also provided to give credit where appropriate. It is hoped that the information provided here will be of value to NIE officials, New York City Career Education officials, Satellite Academies Program Administration, and educators interested and involved in similar educational ventures.

Special thanks go to Nelson Olivencia and Jack Robertson for their assistance in the organization of this document. Additionally, I wish to thank Dorothy Meredith, Sylvia Preston and Roland Maheu for their typing services.

Ying C. Chuang
Project Director

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I. INTRODUCTION

The following brief synopsis of curriculum policy development and implementation is abstracted from our Satellite Academies Program evaluation report concerning the 1971-72 school year.

SAP Administration developed criteria for development of curriculum in response to formal state requirements, initial employer needs for standardized skills to ensure students'jobs, and students' needs. Under the pressure of starting classes within six weeks, Program Administration consulted with employers and utilized staff orientation as a vehicle for developing a vestibule curriculum. Employers, particularly Chase Manhattan Bank, were asked not only to provide materials, but to directly participate in curriculum construction.

The scope of the entire curriculum was formally designed to meet state requirements and then modified to meet employers' needs and students' needs. The strategy of instruction for components of the curriculum is analogous to the vestibule curriculum: formal instruction, practical exercise, individual attention, testing and (in the Vestibule curriculum component) recycling. While the rationale for the Vestibule and occupational component of the academic curriculum is in terms of employer needs, the rationale for the academic curriculum as a whole is in terms of state requirements. Electives curriculum was developed in terms of students' stated interests.

SAP curriculum developed in three stages, according to the more pressing of operational needs: vestibule curriculum, academic curriculum and electives curriculum. After the vestibule curriculum was implemented, Program Administration focused its attention on developing the academic curriculum by delegating responsibility for coordination of curriculum development to the Nassau Academy Coordinator. A reading teacher from each of the three academies collaborated with a reading adviser in developing a curriculum proposal for the reading and language arts program.

As in the reading program, Program Administration required students to remain in workshops until mastery of basic skills was proved in the math program. Similarly, the math program identified categories of operations for SAP as a whole.

Responsibility for development of occupational skill area curriculum development was delegated to the occupational skills teacher in each academy. Consultant contracts were given to personnel in academies. Consultant contracts were given to a teacher in the clerical field at New York Plaza and to the Lincoln Hospital Academy Coordinator in the science field. A consultant contract was, however, not given in this area to a Nassau Academy teacher. While the New York Plaza teacher produced course documents for several occupational courses, which only outlined approaches and resources, these curriculum products were not circulated throughout the Program. In addition, there was no science curriculum product derived from the contract let to the Lincoln Hospital Academy Coordinator.

After the academic curriculum was implemented in mid December, Program Administration shifted its attention to development of the electives curriculum. A consultant contract given to an electives teacher at New York Plaza in the fall resulted in the development of a proposal by December. An interest survey was developed and implemented. During December and January, academy personnel conferred with students, recruited instructional personnel and placed students in classes which were operative in February.

As in the case of the academic curriculum, the elective program varied from academy to academy, partly because of different resources partly because of student interests.

Program documents relevent to curriculum construction do not formally specify job-related aspects. Responsibility for policy and products was farmed out to many individuals without specific instructions. Consequently, a systematic attempt to ensure curricula which was work-related was not institutionalized. However, occupational skills courses were work-related, because occupational skills teachers in many cases attempted to assess employer needs. In some instances employers were not, however, directly consulted and involved. Other than electives courses in business fields, work-related content was of insignificant concern to implementation of electives. The electives program focused on students' stated choices.

In conclusion, curricula construction involved the use of the staff and two academic professionals as consultants. Professional consultants were used primarily as specialists in task analysis and as advisors in setting up the reading and math programs. Since the Program was initially described as an alternative educational experiment and staff were partly selected on this basis, it was felt that an entire curriculum had to be developed. Non-professionals were directly involved in construction of the vestibule curriculum and indirectly used as inputs for the math program. Academicians, and not employers, were directly involved in the construction of the academic and elective curricula. The rationale for utilization of academicians and staff consisted of a belief that they were the experts. However, the utilization of most of the TAP staff in this regard is difficult to understand, given the demands placed upon staff in a new program beset with operational uncertainties and the availability of funds for other experts.

* * * * * * * * * * *

II. POLICY DOCUMENTS GOVERNING DEVELOPMENT OF CURRICULUM

The Satellite Academies curriculum is designed to promote career education at the three levels most important for New York City high school students:

1) placement in and training for entry level jobs which insure students immediate economic survival;
2) opportunities in school and on the job for occupational and academic training which make possible students' advancement to better paying and more interesting employment in the near future;
3) preparation for careers and work of the future - for skills not yet required, for decisions not yet anticipated, for jobs not yet in existence.

GOALS

The overriding goal of the Satellite Academy curriculum is to enable students to experience all three levels of career education simultaneously. A student who has passed the employment interview receives pre-job training and participates in group rap sessions and counseling which help him adjust to the people and environment at work. At the same time, he is involved in basic skills workshops, where teachers are most concerned with developing an academic foundation for advanced training and education. In designing and choosing his electives curriculum he is engaged in learning how to learn -- preparation for the future and the unknown.

The most important specific curricular goals for Satellite Academy students include:

1. a. assimilation of entry level job skills required by employers before beginning work;
   b. interpersonal awareness necessary to relate successfully to peers and supervisors on the job.
2. a. minimum high school proficiency (9.0 achievement level) in the basic skills of reading, English composition and mathematics;
   b. growth in the broader academic skills - analysis of ideas, analytic and mathematical reasoning and creative self-expression and communication in language;
   c. increase in awareness of immediate career options and training;

3. a. increase in the ability to define areas of interest to learn about;
   b. increase in self-discipline in creative problem-solving;
   c. increase in the ability to use outside resources in exploring interests;
   d. increase in self-awareness and self-expression;
   e increase in independent decision making.

COMPONENTS

A.	Vestibule Training: (two weeks intensive instruction before entering job)	skills assessment . instruction in job-related skills, (filing, transcription of numbers, reference skills, etc.) . pre-job counseling . orientation to the world of work and employer expectations.
B.	Work Experience: (full time during alternate weeks)	. work routine prescribed by supervisor. . advanced occupational skills training using company resources during company time. . analysis of work experience during academy rap sessions.
C.	Basic Skills Workshops: (required of students up to three hours per day during alternate weeks at the academy)	English - reading skills - writing skills Math - fundamentals workshop - word problems - (application) Occupational - typing and office practice. -applied biology-chemist (health careers)
D.	Academic Electives: (recommended for students requiring less than max. time in basic skills workshops)	English - Literature - creative writing Math. - Business Math - Algebra - Geometry Occupational - - production typing - laboratory technology (health careers)
E.	Electives Based on Interests: (required of students for hours in their programs not assigned to basic skills, academic electives or rap sessions and counseling)	. student interest survey. . student conferences with electives teacher. . identify staff resources. . identify learning resources outside the academy. . program student for courses, projects, and independent study of varied lengths within blocks of time assigned to electives

COMPONENTS	
E. Electives (continued)	. student enters into contract with teacher or supervisor for work and evaluation of it. . student's master chart of electives monitored by electives teacher.
F. Rap Sessions, Counseling and Student Feedback: (required of students up to one hour per day at the academy)	. Group rap sessions, concerning student attitudes toward employment and the S. A. program. . Individual counseling concerning personal problems and career decisions. . student feedback sessions and participation in the government of the program.

"COURSES" AND SCHEDULES

Most of the components of the Satellite Academy curriculum do not take the form of "courses" as they are offered in conventional high schools. A course normally consists of a prescribed curriculum in one subject area which requires one semester or one year of study. Vestibule training intensifies learning in at least four subject areas into 60 hours of instruction in a two week period. A student's total work experience comprises 40 hours of learning every other week of his program. Basic skills workshops vary in length for individual students from one week to two years, depending on their needs as diagnosed by the teachers. Students learning the discipline to follow their interests require the freedom to choose or design electives of short duration (sometimes called "mini-courses")..

Although it is very difficult to measure the learning of Satellite Academy students in course credits, it is possible to generalize about their learning time.

WEEK I	WEEK II
Full time employment (40 hour week)	Eng. skills workshop and/or electives..... 15 modules Math. skills workshop and/or electives .... 15 modules Occupational skills.15 modules Rap Sessions, Counseling etc. 10 modules Electives.......... 30 modules Total 85 modules (17 per day)

The proposed daily schedule of 340 minutes (17 modules) approximates the eight period day used for most Co-operative Education Students in the city. Granted only the normal one credit per term for work experience, their learning time is nonethe less the equivalent of five credits per semester. The subject areas in which the credit is granted vary with students' electives programs. The simplest and fairest (to students) system of granting credits for Satellite Academy work would seem to be a blanket grant of five credits per semester applied by students in whatever subject areas necessary to earn their diplomas. Fewer than five credits would go to students whose attendance and teacher evaluations were unsatisfactory.

VESTIBULE TRAINING SYSTEM DEVELOPMENT OUTLINE

Phase I. Orientation to Vestibule Training Concept

(2 hours)

A. Statement of probable need
B. Overview of function
C. Component of vestibule training models
   1. Skills training
   2. Job related basic education
   3. Basic office practices
   4. Company orientation
   5. Job tasks knowledge
   6. Industry overview
   7. Supportive services
   8. Environmental factors
   9. Administrative procedures
   10. Human relations training

D. Discussion groups - Statement of objective and establishment of anticipated measurement criteria

E. Restatement and agreement on objective and major measurement criteria

F. Implementation procedure
   1. Staff assignments into teams - human resources concept
   2. Time frame

G. Assigned readings

Phase II. Workshop in Task Analysis

A. Introduction
B. Overview of task analysis training method
   - Objectives, Techniques, Method and Terminology
C. Groups and individual exercises
   1. Determine
   2. Use of job descriptions
   3. Identification of job tasks and skills requirements
D. Development of approach to company coordinators, options:
   1. Task analysis questionnaire
   2. Telephone interview
   3. Personal interview
   4. Other options elicited from group

E. Agreement in approach
F. Staff assignments
G. Assigned reading and exercises

Phase III. Staff contact company coordinators and conduct task analysis and secure company participation

(6½ days) Presentation of written reports by team leader to coordinators on due dates

Phase IV. Final design of vestibule system

A. Presentation by coordinators of team's task analysis experience
B. Discussion of experience
C. Final definition of objective and measurement methodology
(1½ hours) D. Design of final vestibule training model per academy (Staff will proceed from this point as academy group).
E. Curriculum development assignment by coordinators (Final outline due by ______________ to policy committee for approach and review).

Phase V. Independent academy curriculum development

(4½ days)

Phase VI. Presentation by coordinator to staff on vestibule system

(1 hour)

SATELLITE ACADEMY MATH PROGRAM

Math Curriculum

All students are required to remain in basic mathematics skills workshop until they have reached a grade level ability in mathematics to level nine.

Instruction in this workshop is "individualized" in that each student enters the system of instruction at the level prescribed by diagnostic testing and proceeds at his own rate until he reaches the achievement level equivalent to minimum competence. Upon reaching this exit level of the skills workshop, students may choose math electives -- Algebra, Geometry, Trigonometry or Business Math.

The material used in the workshop are based on the foundations laid in an everyday work study program so that a student can perform basic tasks. The general approach and content used is that agreed upon by leading mathematical authorities as the most desirable. In the actual teaching of the program major emphasis is placed upon the "discovery process." The principal function of the teacher is to carefully set the stage for learning in an organized fashion so that the pupils will discover for themselves the fundamental concepts involved. The materials in the curriculum include much of what today are called the basic tools of mathematics. It is these tools which the pupils will use throughout their study in mathematics.

Philosophy and Objectives

Because of the heterogeneity of the academy's student body, the math program has been designed as a flexible system. To maintain this flexibility, our design for instruction has been to place emphasis on individualized programming. Our overall objectives will thus be:

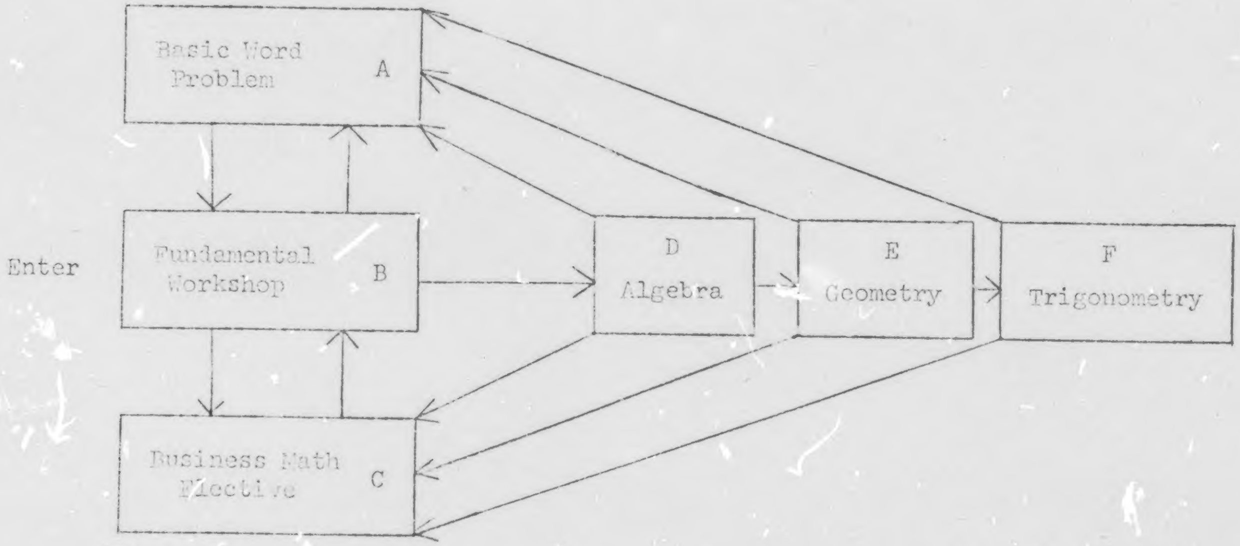
(1) To build and maintain basic arithmetic skills for all students.

(2) To offer an academic route for those college bound students.

(3) To provide a series of business and commercial math electives.

Overview of Math Program

The overall design for the math curriculum can be best explained by the schematic diagram below.



(1) All sutdents begin the program at workshop which includes:
  (a) Addition, subtraction, multiplication, division, of whole numbers, fractions, decimals and percents.
  (b) All work to be individualized.
  (c) Each student is individually diagnosed and a program of work is prescribed to build their fundamental skills.

(2) All courses in A, B, C, can be taken simultaneously -- A, B, C, comprise an open system. Each student will be required to complete all work in the workshop before graduating plus doing all work in A, basic word problems.

(3) "A," basic word problems, will be practical application of the fundamental skills learned in workshop. The course will include solving basic 1 and 2 step word problems.

(4) The business math elective will be open to any student at any time. The course will be designed as practical application of the fundamental math skills applied to practical problems in the business realm.

(5) Algebra will be offered as an elective. Students selecting algebra will work individually or in small groups. No student will be allowed to take algebra unless he has completed all work in the workshop. Students will be able to take algebra immediately after finishing the workshop.

(6) Geometry and trigonometry will be given only to those students finishing algebra and will be taught fairly traditionally.

(7) While working on either algebra, geometry or trigonometry. the student will also be able to take either the word problem or business math elective.

III. PROGRAM-WIDE DOCUMENTS

THE VESTIBULE CURRICULUM OF SATELLITE ACADEMY PROGRAM

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VII. Zip Code 144

VIII. World of Work 146

NOTE TO THE VIEWER

The Vestibule Curriculum is a combination of instruction and learning of skills that pertain to various jobs in the clerical field. It is a curriculum to train the student in developing skills for a particular job. Furthermore, the curriculum will include an assessment of the developing skills as the student progresses in the vestibule training of the program.

There are a few lessons in skills and instruction materials missing. The sections missing are in the skills of telephone and zip code, and instruction in addition and subtraction. In addition, some drills are missing in the other content areas of the vestibule curriculum.

The World of Work section in the curriculum consists of a schedule of topics and the time spent on each topic.

SATELLITE ACADEMY PROGRAM

MATH CURRICULUM

PHASE I

SATELLITE Program

Phase I

MATHEMATICS

Objectives

The primary objective of the phase I mathematics curriculum is to increase the student's intellectual capacity so that when on their job they will have a somewhat better understanding of what their functions will be and how to perform them on a competent level until more learning experience and development take root.

A second objective is to familiarize the students with some of the uses that are made of mathematics in business and finance. (A list of five behavioral objectives are found on the page that follows.)

The instructional materials that are found in this curriculum are supplemented by explanations and help from teachers. The use of the adding machine clarify mathematical concepts as well as provide valuable machine practice.

Measurement

To measure the primary objective, there are certain assessment tests that are administered to the student before and after the vestibule program.

Behavioral objectives are measured by giving the students certain performance tasks before, during and after the vestibule program.

OBJECTIVE I

After 3 to 5 hours of instruction, the student will be able to take 3 sets of numbers, 10 in handwritten form, 10 in digital form, and 10 to be given orally, and will arrange them in perfect order smallest to largest. The student will be able to take a list of 10 numbers in written and oral form and transcribe them correctly into digital form.

Content

Whole numbers, decimals and algebra.

Method

The students' worksheets will have an explanation of the base 10 system using an illustration chart, practical exercises in breaking down numbers into their component units and identifying their component units, reading numbers aloud to identify them and writing numbers in handwritten form. The students will also have worksheets on numerical order.

Evaluation - Assessment tank

At the end of the instructional period the student will be given a performance test based on the same material that he was first evaluated on but different problems.

Last Name First Name Date

THE DECIMAL SYSTEM

Billions			Millions			Thousands			Units		
100	10	1	100	10	1	100	10	1	100	10	1

DIRECTIONS: With the aid of the above, reduce the following numbers to their basic units.

Example - 763,200			No.
	Thousands	100	7
		10	6
		1	3
	Units	100	2
		10	0
		1	0

1. 691

2. 24,620

3. 1640

4. 3,742,010

5. 863,471,022

6. 4000,010

SATELITE Program
Phase I

Numerical Order
and Transcription

Last Name _ First Name Date

DIRECTIONS: Read the following numbers aloud

1. 7,601
2. 50,020
3. 8,001
4. 21,102
5. 101,601
6. 870,400
7. 921,602
8. 1,010,471
9. 10,001,401
10. 100,001,100

DIRECTIONS: Write the above nubers in handwritten form.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

DIRECTIONS: Take the numbers from the first set of directions and arrange them in order, smallest to largest.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________

Satellite Program
Phase I

______________________________ LAST NAME FIRST ______________ DATE

Place Value

Circle the number that is read to you and write the answer in the answer column.

1)	14	24	34	44	1) ____________
2)	100	1,000	10	110	2) ____________
3)	5	555	55	5,555	3) ____________
4)	1,026	1,206	1,602	1,260	4) ____________
5)	9,870	9,780	9,807	9,708	5) ____________
6)	10,432	14,320	13,240	13,204	6) ____________
7)	104,563	140,563	104,653	140,563	7) ____________
8)	110	111	101	112	8) ____________
9)	507,962	507,692	57,962	57,692	9) ____________
10)	30,672	300,762	3,762	30,762	10) ____________

SATELITE Program
Phase I

Number Transcription

________________________ Name

________________________ Date

1. Thirteen and 15/100------------------------Dollars	1. $________________
2. Twenty one and No/100----------------------Dollars	2. $________________
3. Eighty five and 95/100---------------------Dollars	3. $________________
4. Seven and 56/100---------------------------Dollars	4. $________________
5. Sixty seven and 30/100---------------------Dollars	5. $________________
6. Seventy six and 64/100---------------------Dollars	6. $________________
7. Fourteen and 78/100------------------------Dollars	7. $________________
8. Three and no/100---------------------------Dollars	8. $________________
9. One thousand one hundred and 4/100---------Dollars	9. $________________
10. Five hundred two and no/100---------------Dollars	10. $________________
________________________ Dollars	11. $13.63
________________________ Dollars	12. $25.00
________________________ Dollars	13. $83.41
________________________ Dollars	14. $10.00
________________________ Dollars	15. $163.15
________________________ Dollars	16. $76.14
________________________ Dollars	17. $6.84
________________________ Dollars	18. $65.80
________________________ Dollars	19. $100.00
________________________ Dollars	20. $14.28

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SATELLITE Program
Phase I

Number Transcription

Last Name ________ First ________ Date ________

1. Sixty-five and 08/100 ---------------------------Dollars 1. $__________
2. Six and 58/100 ---------------------------Dollars 2. $__________
3. Six hundred five and 80/100 ---------------------Dollars 3. $__________
4. Sixty-five hundred and 08/100---------------------Dollars 4. $__________
5. Sixty-five thousand eight and no/100-----------Dollars 5. $__________
6. Five thousand one and no/100 ------------------Dollars 6. $__________
7. Five hundred one and no/100---------------------Dollars 7. $__________
8. Five and 10/100 ---------------------------Dollars 8. $__________
9. Fifty-one and no/100 ---------------------------Dollars 9. $__________
10. Fifty thousand and 01/100-----------------------Dollars 10. $__________

11. Twenty-five and 11/100 --------------------------- Dollars 11. $__________
12. Fifty-six and 08/100 --------------------------- Dollars 12. $__________
13. Forty-two and no/100 --------------------------- Dollars 13. $__________
14. Eighty-three and 47/100 --------------------------- Dollars 14. $__________
15. Two hundred five and 80/100 ------------------------ Dollars 15. $__________
16. Two thousand three hundred sixteen and 64/100 ---Dollars 16. $__________
17. Twenty-three hundred sixteen and 64/100-----------Dollars 17. $__________
18. One million and no/100--------------------------- Dollars 18. $__________
19. Six thousand one hundred twenty-seven and 39/100--Dollars 19. $__________
20. Sixty-one hundred twenty-five and 39/100 ----------Dollars 20. $__________

Satellite Program
Phase I

Place Value

______________________________ ______________________
LAST NAME FIRST MONTH DAY YEAR

Write the numerals for each of the following written expressions:

1) two thousand seven hundred fourteen 1. ____________

2) thirteen thousand eight hundred twenty 2. ____________

3) two hundred thirty one thousand twenty one 3. ____________

4) five hundred five thousand five hundred nine 4. ____________

5) three hundred thousand two 5. ____________

6) one million five hundred seventy one thousand six hundred eleven 6. ____________

7) two million forty five thousand six hundred thirty two 7. ____________

8) five million nine hundred thousand twenty 8. ____________

9) four million seventeen thousand forty six 9. ____________

10) thirty million two thousand five 10. ____________

II Skills Assessment For Numerical Order and Transcription of Numbers

DIRECTIONS: Translate the oral vocabulary numbers given by the teacher into digital form.

1. ________ 6. ________

2. ________ 7. ________

3. ________ 8. ________

4. ________ 9. ________

5. ________ 10. ________

DIRECTIONSS Take the following numbers that are written in words in Column A and write them in digital form in Column B. Take all the numbers in column A (written in words and in digital form) and arrange them in numerical order, smallest to largest.

	Column A	Column B	Column C
a.	7,361		
b.	73,610		
c.	seventeen thousand six hundred ten		
d.	seventy three and $\frac{61}{100}$ dollars		
e.	seven hundred sixty one		
f.	9,241		
g.	nine hundred twenty four		
h.	nineteen thousand twenty four		
i.	ninty two thousand four hundred one		
j.	2,000,401		
k.	twenty senve thousand fourty		
l.	two hundred thousand forty one		
m.	200,400		
n.	201,401		
o.	20,401		
p.	two hundred four		
q.	240		
r.	7,452,372		

OBJECTIVE II

After 1 to 3 hours of instruction, the student will be able to compare two columns of numbers separated by a line segment and write an "x" in the line segment whenever the two numbers are different.

Content

Whole numbers and decimals

Method

The students will be given a list of worksheets consisting of two columns of numbers and he will have to compare the two columns as either being identical or unlike. The students may, however, be given a batch of index cards with a number printed on the top right hand corner of each and it will be his job to sort out those cards which are listed on an instructional sheet composed of prescribed sets of numbers to be taken from the given batch of cards. This latest proposal may be substituted by either stock certificates or check depending on the academy.

Evaluation - Assessment task

At the end of the instructional period the student will be given another performance test similar in content to what was given to him at the start of the program.

EXERCISE I

If the two numbers are the same, circle the S. If the two numbers are different, circle the D.

1.	8645	8645	S	D
2.	329	329	S	D
3.	74853	74583	S	D
4.	8620	8620	S	D
5.	637	6370	S	D
6.	1092	1902	S	D
7.	42840	42840	S	D
8.	500	5000	S	D
9.	0284	0285	S	D
10.	915	915	S	D
11.	23249	22349	S	D
12.	3892	3892	S	D
13.	5736	5736	S	D
14.	645	654	S	D
15.	00149	00194	S	D

CHECK YOUR ANSWERS ON THE NEXT PAGE

ANSWERS - EXERCISE I

1. S
2. S
3. D
4. S
5. D
6. D
7. S
8. D
9. D
10. S
11. D
12. S
13. S
14. D
15. D

Write the number you got wrong: ________

GO ON TO THE NEXT EXERCISE.

EXERCISE II

If the two numbers are the same, circle the S. If the two numbers are different, circle the D.

1.	3975	3975	S	D
2.	926	962	S	D
3.	7748	7784	S	D
4.	50172	50712	S	D
5.	039	0039	S	D
6.	2306	2306	S	D
7.	4825	4835	S	D
8.	10032	10302	S	D
9.	673	673	S	D
10.	909	906	S	D
11.	88785	87885	S	D
12.	2323	2323	S	D
13.	5037	5073	S	D
14.	112	112	S	D
15.	63094	64094	S	D

ANSWERS -- EXERCISE 13

1. S

2. D

3. D

4. D

5. S

6. S

7. D

8. D

9. S

10. D

11. D

12. S

13. D

14. S

15. D

Write the number you got wrong ------

GO ON TO THE NEXT EXERCISE

EXERCISE III

If the two numbers are the same, circle the S. If the two numbers are different, circle the D.

1.	$ 35.98	$ 35.89	S	D
2.	135.16	136.16	S	D
3.	65.66	66.56	S	D
4.	4873.90	4875.90	S	D
5.	73.36	73.63	S	D
6.	9472.47	9742.47	S	D
7.	83.03	83.08	S	D
8.	53.88	53.89	S	D
9.	3874.53	3874.53	S	D
10.	24.90	249.09	S	D
11.	84.20	84.20	S	D
12.	7208.48	7280.48	S	D
13.	380.27	380.27	S	D
14.	93.19	94.19	S	D
15.	1191.03	1119.03	S	D

Check your answers on the next page.

[illegible] -- [illegible]

1. D
2. S
3. D
4. S
5. D
6. S
7. S
8. D
9. S
10. D
11. S
12. D
13. S
14. D
15. D

Write the number you got wrong: ________

GO ON TO THE NEXT EXERCISE.

[illegible]

If the two [illegible] are the same, circle the S. If the two [illegible] are different, circle the D. [illegible] for this exercise.

1.	[illegible]	[illegible]	S D
2.	[illegible]	$107.9[illegible]	S D
3.	$82.5[illegible]	[illegible]	S D
4.	$7[illegible].12	[illegible].42	S D
5.	[illegible]	$527.73	S D
6.	[illegible]	$5[illegible]7.09	S D
7.	$37[illegible].58	$379.56	S D
8.	$72.29	$72.29	S D
9.	$306.00	$306.00	S D
10.	$20.0[illegible]	$20.02	S D
11.	$63[illegible]5.58	$6305.58	S D
12.	$73.82	$37.82	S D
13.	$18.04	$10.04	S D
14.	$573.29	$572.29	S D
15.	$9206.72	$9602.72	S D

Check your answers on the next page.

1. D
2. [illegible]
3. D
4. D
5. D
6. D
7. D
8. D
9. D
10. D
11. D
12. D
13. D
14. D
15. D

Write the number you got wrong: ____________

GO ON TO THE NEXT EXERCISE

[illegible]

[illegible] the same, circle the S. If the two answers are [illegible], circle the D.

1.	[illegible]	71[illegible]7	S D
2.	[illegible].7[illegible]	[illegible]5.4[illegible]	S D
3.	[illegible]	[illegible]	S D
4.	29[illegible]	29[illegible]	S D
5.	[illegible]	5008470	S D
6.	[illegible]	[illegible]	S D
7.	[illegible]76	620[illegible]75	S D
8.	[illegible]	[illegible],460.29	S D
9.	110[illegible]	1102584	S D
10.	$4,[illegible]	$4,[illegible].00	S D
11.	$206,4[illegible].04	$206,409.04	S D
12.	0[illegible]	08745069	S D
13.	58095847	52095547	S D
14.	$63[illegible]	$6390.98	S D
15.	90047584058	90047585058	S D

Check your answers on the next page.

ANSWERS - EXERCISE V

1.	D
2.	S
3.	S
4.	D
5.	D
6.	D
7.	S
8.	D
9.	D
10.	D
11.	S
12.	D
13.	D
14.	D
15.	D

Write the number you got wrong: ________________

CALL THE INSTRUCTOR

II Skills Assessment for Comparison of Numbers

Directions: If the two numbers of the pair are not the same then place an "x" on the line between them and if they are exactly the same leave no mark on the line.

1. 63829172630 ______ 63829172639
2. 592 ______ 592
3. 450.33 ______ 450.33
4. 274.12 ______ 274.12
5. 829374820 ______ 829374820
6. 62937456 ______ 63937456
7. 734.15 ______ 734.15
8. 349.29 ______ 349.29
9. 8293 ______ 8293
10. 6382910293 ______ 6382910292
11. 94.27 ______ 94.29
12. 603.98 ______ 603.98
13. 781928374012 ______ 781928374812
14. 68293 ______ 68393
15. 514.73 ______ 514.73
16. 651.42 ______ 851.42
17. 18203649271 ______ 18293649271
18. 4820384 ______ 4820384
19. 64.38 ______ 64.83
20. 286.03 ______ 286.03
21. 283019228374 ______ 283019228374
22. 73827102 ______ 73827102
23. 532.88 ______ 532.88
24. 179.46 ______ 197.46
25. 91029354829 ______ 90129354829
26. 38291728 ______ 38291728
27. 297.25 ______ 297.25
28. 815.72 ______ 815.73
29. 6283910293 ______ 6283910203
30. 392018273648 ______ 392018273848
31. 75.68 ______ 75.68
32. 94.26 ______ 94.26
33. 820 ______ 829
34. 572937273 ______ 5729373773
35. 632.72 ______ 632.92
36. 47.96 ______ 47.96
37. 7392 ______ 7392
38. 8172036 ______ 8172036
39. 243.63 ______ 243.63
40. 346.30 ______ 346.30
41. 68391028364 ______ 68391028394
42. 48293 ______ 48292
43. 264.52 ______ 265.52
44. 527.30 ______ 527.30
45. 738201 ______ 738201
46. 62839201 ______ 62839211
47. 53.98 ______ 53.98
48. 62.85 ______ 62.58
49. 5829 ______ 5820
50. 192836472829 ______ 192836472829

NAME ______________________________

DATE ______________________________

1.	302	________	302
2.	4702	________	4902
3.	592	________	593
4.	693012	________	693012
5.	824093	________	824093
6.	106693214	________	106693241
7.	47653	________	477653
8.	962	________	963
9.	9876210	________	9876210
10.	63982146321	________	63982196321

11.	780	________	780
12.	5963521	________	5963521
13.	987649321	________	987649321
14.	379012	________	379012
15.	776493219	________	776492319
16.	2779	________	2778
17.	58643	________	58643
18.	9876211338	________	987621138
19.	1284309721	________	1284304721
20.	3854629321	________	385462931

21.	569872183	________	569872183
22.	7382	________	7382
23.	59630	________	59360
24.	48293	________	48292
25.	56382018	________	56382018

OBJECTIVE III

After $1\frac{1}{2}$ hours of instruction, the student will be able to add whole numbers and dollar amounts from a list of 12 problems arranged in rows and columns.

Content

Whole numbers and decimals.

Method

Students will be given numerous worksheets with an assortment of problems. These addition type problems range from 1 digit to several digits in or out of sequence. The students will continue to compute these addition problems until perfection is reached on a complete worksheet.

Evaluation - Assessment Task

At the end of the instructional period the student will be given a performance test based on the same material that he was first evaluated on but different problems.

OBJECTIVE IV

After $1\frac{1}{2}$ hours of instruction, the student will be able to subtract whole numbers and dollar amounts from a list of 10 problems arranged in rows and columns.

Content

Whole numbers and decimals.

Method

Students will be given numerous worksheets with an assortment of problems. These subtraction type problems range from 1 digit to several digits in or out of sequence. The students will continue to compute these subtraction problems until perfection is reached on a complete worksheet.

Evaluation - Assessment Task

At the end of the instructional period the student will be given a performance test based on the same material that he was first evaluated on but different problems.

OBJECTIVE V

After 3 hours of instruction, the student will be able to take an assortment of addition and subtraction type problems and solve each by using a ten key adding machine.

Content

Whole numbers and decimals.

Method

The students' worksheets will have an explanation of the operation of the adding machine. After he has been familiarized with its operation they will be given addition and subtraction type problems to solve by only using the adding machine. As a final exercise they will be given a practical problem focusing on addition and subtraction as a proof function.

Evaluation - Assessment Task

At the end of the instruction period the student will be given a performance test based on the same material that he was first evaluated on but different problems.

II. SATELLITE ACADEMIES

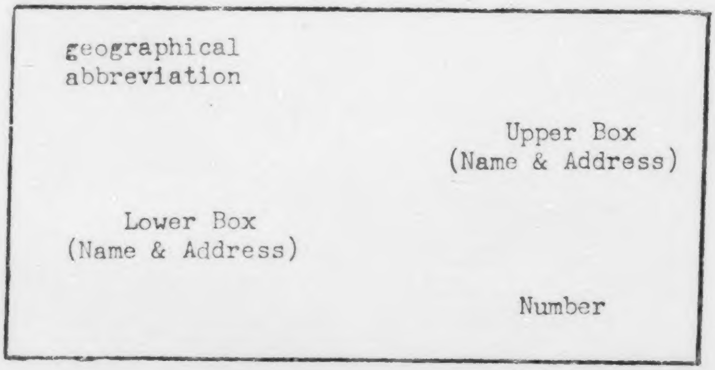
FILING PROGRAM

THE FILE PROGRAM

1. You are responsible for your own file box with 104 cards inside.

2. Your name should be written on a piece of tape and attached to the TOP of your file box.

3. Each card looks like this:



   A. The geographical abbreviation (a state or city in the United States or a country or city or island chain in another part of the world).

   B. Name and address: the names will either be names of people or names of businesses in the United States or in a foreign country.

   The name and address in the upper right hand part of the card is called the UPPER BOX. The name and address in the lower left part of the card is called the LOWER BOX.

   C. The number in the lower right hand corner of the card is the number for the particular card. This is the number you will use to record your answers.

4. The cards do NOT have to be in numerical order. Just be sure that you have all 104 cards in your box at the end of each session.

5. If an address on a card does NOT have the name of a foreign country or city, the address is in the United States.

(name)

PROGRESS CHART
File Program

ABBREVIATIONS

1. Rough Sort: U.S./Foreign
2. Fine Sort: U.S. Cities/U.S. States
3. Alphabetize: Foreign Cards
4. Alphabetize: U.S. Cards
5. File: Foreign Cards into U.S. Sequence

UPPER BOX

1. Rough Sort: U.S. Addresses/Foreign Addresses
2. Fine Sort: U.S. Businesses/U.S. Names
3. Fine Sort: Foreign Businesses/Foreign Names
4. Alphabetize: Foreign Names
5. Alphabetize: Foreign Businesses
6. Alphabetize: Foreign Names and Foreign Businesses
7. Alphabetize: U.S. Names
8. Alphabetize: U.S. Businesses
9. Alphabetize: U.S. Names and U.S. Businesses
10. File: Foreign Cards into U.S. Sequence

LOWER BOX

1. Rough Sort: U.S. Addresses/Foreign Addresses
2. Fine Sort: U.S. Businesses/U.S. Names
3. Fine Sort: Foreign Businesses/Foreign Names
4. Alphabetize: Foreign Names
5. Alphabetize: Foreign Businesses
6. Alphabetize: Foreign Names and Foreign Businesses
7. Alphabetize: U.S. Names
8. Alphabetize: U.S. Businesses
9. Alphabetize: U.S. Names and U.S. Businesses
10. File: Foreign Cards into U.S. Sequence

____
(name)

PRETEST/POSTTEST

Abbreviations

Directions: Below you will find two lists. Look at the first word in the list marked "U.S. Now look at the abbreviation next to it. These two should match. If they DO, go on to the next number. If they do NOT match, put an X in front of that number.

U.S.		FOREIGN	
1. Wis.	Wisconsin	13. Dom.Rep.	Dominican Republic
2. N.Car.	North Carolina	14. P.R.	Puerto Rico
3. N.D.	North Carolina	15. Austl.	Austria
4. Nev.	Nevada	16. Switz.	Switzerland
5. Ga.	Georgia	17. Ven.	Venezuela
6. Neb.	Nevada	18. Grc.	Germany
7. Fla.	Florida	19. It.	Italy
8. N.J.	New Jersey	20. Thai.	Thailand
9. Mo.	Montana	21. Fr.	Germany
10. Mo.	Missouri	22. Kor.	Korea
11. Va.	Virginia	23. Sp.	Spain
12. N.Mex.	Mexico	24. Indon.	India
		25. Mex.	Mexico

____
(score)

ALPHABETIZING PRACTICE

LIST 1 (25)

Yarrow
Dover
Zalkin
Edison
Orange
Albany
Usker
Pittsburgh
Louisville
Henderson
Reno
Boston
Koston
Jacksonville
Sparta
Gary
Volson
Tucson
Newark
Florence
Cleveland
Quonset
Madison
Wilkins
Intrapol

LIST 2 (20)

Adlena, S.R.
Fred Hampton
Andrew, Robert
Bostick, F.
Paul Gordon
Fish, Carl
Carter, P.
Gordon
Adlen, Z.T.
Fred Right
Brown, R.N.
Press, Judy
Bostik, F.
George Reynolds
Andrews, Ann
Browne, B.
Carteret, Bruce
Judy Press
Larry Sobin
Presman, Andrew

LIST 3 (20)

Illinois
Maryland
North Carolina
Nebraska
New Jersey
Mississippi
Massachusetts
New Orleans
Montana
New York
North Dakota
Maine
Iowa
Missouri
Michigan
Nevada
Oregon
Newark
Ohio
Idaho

LIST 4 (15)

Johnson, L.
Robert Lincoln
Jack Lane
Jack Frost Co.
Jackson, B.
Jeffers, A.
Lincoln Industries, Inc.
Lincoln Mfg. Co.
Robert T. Lincoln
Roberts, S.
Roberta Linas
Lois Jackson
Lions, S.
Louis James
The Margaret Silver Clinic

LIST 5 (20)

MacDonald
MacAvery
McCarthy
McDonald
McAlister
Maddon
McAvey
Mackson
McCloud
MacAndrews
Mehr
McLein
Mackey
MacLein
Maven
MacAlister
Maahr
McCummings
Mabry
MacRone

____
(name)

PRETEST/POSTTEST

Geography

Directions: This is a list of 25 places in the world. Decide what the place is and write the name in the proper column.

Hawaii
London
Washington, D.C.
New York
Republic of Panama

Indiana
Thailand
Brussels
Seoul
Germany

Chicago
New Hampshire
San Francisco
Alaska
New Mexico

India
New York City
France
Paris
Rhode Island

England
Liberia
Detroit
Los Angeles
Frankfurt

U.S. STATE	U.S. CITY	FOREIGN COUNTRY	FOREIGN CITY

____
(score)

Name ______________________________ Date ________________ Score ______

Arrange the following list in geographical order according to state, then according to city.

Auto Radiator Works
1120 Grand Street
Crawford, New Jersey

Mason Coal Company
1735 West Third Street
Pittsburgh 7, Pennsylvania

Mudy Service Stations
10 Thomas Street
Houston 5, Texas

Albany Metal Company
1002 Broad Street
Albany 3, New York

Grande Vista Subdivision
106 Main Avenue
Omaha 6, Nebraska

Daniels Air Conditioning Service
210-212 Harlinway
Cincinnati 4, Ohio

Browne Accessories, Inc.
1096 Second Street
Chattanooga 5, Tennessee

Loring Jewelry Store
504 Plum Drive
Monroe, Louisiana

Ellerson Department Store
1501 Superior Road
Portland 8, Oregon

Kynnard Art Gallery
Parkway and Oak
Salt Lake City 3, Utah

Albans Nut Products
Albans Building
Atlanta 2, Georgia

Danish Pastry Shop
14 East Elm Avenue
Augusta, Maine

Regents Market
576 Cherry Street
Fullerton, Nebraska

Kyne Hardware Equipment
Carew Tower
Chicago 8, Illinois

Masonic Auditorium
Fountain Square
Dover, Delaware

Walkins' Super Market
131-2d Avenue
Bloomington, Illinois

Astor Grocery Store
313 Elm Street
Audubon, Iowa

Wagner's Corner Store
956 Collins Avenue
Elko, Nevada

Baker's Supperette
3456 Vineyard Street
Crestwood, Illinois

Thompson's Market
31 East Meadow Street
Agnew, Nebraska

Barrette's Grocery
876 Crescent Avenue
Marquette, Kansas

Silver's Grocery Store
78 Dunton Street
Greentown, Indiana

Benson's Market
Indian Road
Batesville, Indiana

Riverside Supperette
586 East Fourth Street
Monroeville, Indiana

Circle Superette
61 West First Street
Floyd, Iowa

Name ______________________________ Date ____________________

Arrange the following geographically.

John Lamb, Jr.
Delaware Ave.
Atlantic City, N. J.

Albert V. Smith
Broad St.
Newark, N. J.

Kelly Bros.
Everett Turnpike
Concord, N. H.

Ken's Radio & Television Service
State St.
Trenton, N. J.

D. R. Bell
Nevada Highway
Boulder City, Nev.

Lamar's House of Styles
Cooper St.
Camden, N. J.

Reginal Jenkins
Main St.
Gorham, N. H.

Maintenance Engineering Co.
E. Jersey St.
Elizabeth, N. J.

Bennett Heat Treating Co.
S. Carson St.
Carson City, Nev.

Harold P. Zimmerman
State St.
Trenton, N. J.

Mildred Morton
State Highway 10
Hanover, N. H.

John Lamb, Sr.
Park Ave.
Plainfield, N. J.

Mrs. Lillian Campbell
Commercial St.
Elko, Nev.

Blanche Kelly
Summit Ave.
Jersey City, N. J.

Lloyd Foley
U. S. Highway 3
Nashua, N. H.

Michael Dalton
Fremont St.
Las Vegas, Nev.

Music Mart, Inc.
Hill St.
Newark, N. J.

George Engel
S. Virginia St.
Reno, Nev.

The Arnold Grogan Co.
State Highway 28
Manchester, N. H.

Harold Zimmerman
Livingston Ave.
New Brunswick, N. J.

Pull cards according to name or company in upper right corner, list on line opposite name or company the number of the card.

1. Paul Stewart Men's Wear ____________
2. Miss R. N. Brown ____________
3. Barclays Bank ____________
4. Ann Jeffers ____________
5. Rio Branco, Inc. ____________
6. John J. S. Doyle ____________
7. Newton Industrials ____________
8. Banque de France ____________
9. Mr. George Reynolds ____________
10. Barclays Bank Limited ____________
11. Henry L. Maddon ____________
12. Oswaldo E. Clavijo ____________

____
(name)

PRETEST

Write the letters of the alphabet in order from A to Z. All work should be neat.

Write the numbers from 1 to 104 neatly and in order.

Below you will find five different lists. Index and alphabetize each list on the line next to it.

Phillips, B.
James Louis Davis
Ronald Sutter
Rollins, Susan
R. Phillips

Jackson Products
Jackson, Alice
The Jackson Store
Jackson, Inc.
Jackson, Alan

Brown
Adlein
Adleina
Browne
Adleine

MacCarthy
Macay
Macy
Marcy
MacDonald

N. A.
N. America
New Alston
Newanton
Newark

Name______________________________ Date____________________

Directions: Place these names and addresses on index cards. Arrange the list geographically considering first the state location, then the city or town location, and finally the correspondent's name.

William H. Behrens
West Beach Blvd.
Biloxi, Miss

M. L. James
Highway 16
Jackson, Minn.

Keenan Bros.
Hennepin Ave.
Minneapolis, Minn.

Scott Moving Co.
Monroe Ave.
Grand Rapids, Mich.

William J. Behrens
14th St.
Gulfport, Miss.

Phillip LaMarca
2d Ave.
Rochester, Minn.

Helen Townsend
S. Saginaw St.
Flint, Mich.

Mary James
University Ave.
St. Paul, Minn.

Clancy Rug Service
East Capitol Street
Jackson, Miss.

The Robery Geyer Co.
9th Ave.
St. Cloud, Minn.

Van Husten Agency
E. Kirby Ave.
Detroit, Mich.

F. W. Zoller
Michigan Ave.
Dearborn, Mich.

Main Auto Sales
Spring Arbor Road
Jackson, Mich.

Dr. A. T. Dailey
Clay St.
Vicksburg, Miss.

Thomas Winslow
Temple St.
Detroit, Mich.

Emerson Laundry Service
5th St.
Meridian, Miss.

R. Miller
South Thayer St.
Ann Arbor, Mich.

Martin Frisch
Pearl St.
Natchez, Miss.

Richard Horn
E. Superior St.
Duluth, Minn.

R. A. Miller
Washington St.
Battle Creek, Mich.

____
(name)

POSTTEST

(Alphabetizing)

Directions: Below you will find five different lists. Alphabetize each list on the lines next to it.

Phillips, R. ______________________________
J. Louis Davis ______________________________
Ronald Sutter ______________________________
Rollins, Susan ______________________________
R. Phillips ______________________________

Jackson Products ______________________________
Jackson, Alice ______________________________
The Jackson Store ______________________________
Jackson, Inc. ______________________________
Jackson, Alice ______________________________

Brown ______________________________
Adlein ______________________________
Adleine ______________________________
Browne ______________________________
Adleine ______________________________

MacCarthy ______________________________
Macay ______________________________
Mc Carthy ______________________________
McCarthy ______________________________
Mac Carthy ______________________________

Newark ______________________________
Newanton ______________________________
New Alston ______________________________
N.A. ______________________________
N. America ______________________________

____
(score)

Name________________________________ Date_______________________

Geographic Filing

Directions: File the following in geographic order only.

1. 5001 Cobin & Sons, Washington, D. C.
2. 5004 Connell Manufacturing Co., Seattle, Washington
3. 5009 The Cole Manufacturing Co., San Francisco, California
4. 5006 Crawford, Crawford, and Croll, Cincinnati, Ohio
5. 5003 Cone, Lambert, and Ulysses, Chicago, Illinois
6. 5002 Corn and Frederick, Dallas, Texas
7. 5005 Max Collier & Sons, Tallahassee, Florida
8. 5007 Comfit Tailors, Gainesville, Florida
9. 5008 Cone, Arnold & Co., New York, New York
10. 5010 Cobbs Corporation, Boston, Massachusetts
11. 5019 Conklin Company, Erie, Pennsylvania
12. 5015 Conner Corporation, Cleveland, Ohio
13. 5016 The Samuel Collins Company, St. Louis, Missouri
14. 5013 Colton Company, Boise, Idaho
15. 5012 Conrad & Matthew, Reno, Nevada
16. 5011 Coyne Corporation, Los Angeles, California
17. 5014 Craig & Stanton Corporation, San Luis Obispo, California
18. 5017 Cole & Monford Co., Nashville, Tennessee
19. 5018 Conners Metal Manufacturing, Inc., Cicero, Illinois
20. 5020 Conover & Sterling, Baton Rouge, Louisiana

Name ______________________ Date ______________________

Answer Sheet - Geographic Filing

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

Name ______________________________ Date ______________________

Alphabetic Filing

Names	Unit 1	Unit 2	Unit 3
J. B. Davis			
Edward J. Cox			
Henry David Brown			
Walter B. Anderson			
Hall, Johns			
Hill, James			
Hull, Joe			
Michael F. Ross-Harris			
Robert J. Ross			
Allen Ross-Sanders			
George J. Rosse			
Alice Rosewell-Kent			
Edwin St. Claire			
Gerald St. John			

III. SATELLITE ACADEMIES

TYPING PROGRAM

WARM UP DRILLS

Jack joined John in enjoyable journeys to adjoining jungles.
Ken Kling kept on baking pumpkin cakes and cooking chickens.
Lee listened quietly while Lou slowly placed twelve candles.
Come to Lyons, Kansas; Joliet, Illinois; Kearny, New Jersey.

Study 2

rug erg ire gig bug gun rig mug irk guy fig rub big rim tugs
grub brig rice urge grim iris ruin grid ring rule grip ridge
ride grin gibe rich rink grit girl give gill gird irks urges
vigor grunt ruler grind bruin dirge grief rumor guild tigers
Ripe oranges are brought from your market every three hours.
Under your quaint hut you must quickly bury your rough pump.
Garages guard against flaming gasoline igniting greasy rags.
Irving will hide this tiny silver knife in their china dish.

be the at hem he ten it tot we eat ah hew me tea eh hen etc.
they hate east meet then heat feet them here beet than theme
ether other bathe these theft their ethic there ethyl lathes
watch catch teeth thief threw hotel heath heart hates either
The students that type best try to maintain correct posture.
He hastily hid the other white hats that Herbert had chosen.
Everyone typed the theme three times before she called time.
We met. It hits. The ice thaws. Her hat is here. We eat.

STUDY III

WARM UP DRILLS

am go on to one mo em on ma too so no of do pro or lo ox mob
loco vote move omit crop more cove mode comb oven mole ovals
video monks tempo cameo omens vomit canto movie moods chrome
motto comic mocha occur covet crock avoid cover vamps volume

Visiting vagrants avidly devoured every savory viand served.
Many competent men from my former company manned committees.
Customs inspectors checked completely each scorched package.
On our porch you stored two boxes of onions from your stock.

we bow no won ye new my now an yon in woe on owe be yes buys
brew wand awry webs yawn nabs wine buoy yawl brow wane brain
windy newel brown young gnaws ebony snowy numbs brine yellow
showy brawn sunny briny nasty snubs brawl wring bunny awning
We know whether weekly wages were owed workers who withdrew.
Nearly ninety men signed names on coupons and sent in money.
Bright bulbs behind bluish globes blaze above objects below.
Your lovely yellow yacht suddenly bypassed yonder bay buoys.

ax fix adz qua ox wax fez pop pi box zip imp pa mix fox cups
quiz pipe onyx zero quip pixy taxi hazy upon quit text fuzzy
equip place exile plaza squaw expel proxy prize toque opaque
maxim dozen quota apron borax crazy pique quick sixty buzzer
Quiet queens quite quickly acquired quality quartz quarries.
Please parcel post promptly imported opaque paper pamphlets.
X-ray examinations exposed sixteen exported flaxen textiles.
Zealous citizens brazenly seized dozens of grazing gazelles.

Study 4

38 blends; 83 owls; 47 fowls; 74 keys; 383 pans; 838 bushels
474 maps; 747 corks; 37 bowls; 73 pens; 48 wicks; 84 handles
733 hens; 737 cubicles; 484 neighbors; 473 panes; 847 fields
Ship 38 vials on Order No. 83 and 37 panes on Order No. 747.
Rain fell on March 18, May 14, July 17, and August 13, 1847.
Send by express 438 copies each of List Nos. 8743 and 74383.

26 gowns; 62 hams; 50 towns; 505 names; 262 lakes; 626 autos
20 girls; 202 ornaments; 56 bicycles; 65 males; 565 problems
22 dozen; 25 gross; 252 items; 525 orders; 60 men; 606 forms
Cancel at once our Order No. 205 of March 12 for 650 copies.
Be sure to file our letters of March 2, April 6, and May 15.
Send reports on the following dates in June: 2, 12, 15, 16.

Study 5

made-to-order; size 9½; high-grade; 9½ dozen; up-to-date car
past-due bill of May 19; first-class condition; 19½ plus 19½
brand-new coat; 9½ plus 9½ minus ½ plus 29½; middle-aged men
On June 19 please ship 9½ dozen made-to-order hats, size 9½.
Forty-four students were asked to add 19½, 29½, 91½, and 9½.
This labor-saving machine manufactures sizes 6½, 7½, and 8½.

SPEED DEVELOPMENT MATERIALS

(From L.J. West)

	WPM in 20"	30"	60"
1. Be sure to pay.	9		
2. Please be ready.	10		
3. She shall not go.	10		
4. We have good luck.	11		
5. He is the tall boy.	11		
6. They held it for us.	12		
7. She will do the work.	12		
8. It should be paid for.	13		
9. I wish to turn it down.	14		
10. Make out the big checks.	14	10	
11. Rush the form to the men.	15	10	
12. He did hand them the form.	16	11	
13. I cut the end of the field.	16	11	
14. They paid their usual visit.	17	11	
15. Both of them can sign for it.	17	12	
16. When both men come, they sign.	18	12	
17. Give the money to the other men.	19	13	
18. The bank ought to mail a new copy.	20	13	
19. I do not keep too much cash on hand.	21	14	
20. They will remain together a long time.	23	15	
21. He says that I have to go with it today.	24	16	
22. Leave your full name with the chief clerk.	25	17	
23 Take the time to work it out in the best way.	27	18	
24. This makes the third time we have had to return.	29	19	
25. The right thing to do for him is not easy to know.	30	20	10
26. I may send it out to you when I have a chance to do so.	33	22	11
27. If there is one thing I want to do well, it is to typewrite.	36	24	12
28. We shall take the usual discount on the order received last week.	39	26	13

SPURT DRILLS

		WPM for 10 Seconds
1)	The prices will change today.	35
2)	Please keep up the good work.	35
3)	They must do the right thing.	35
4)	Ignorance is a night of mind.	35
5)	Faith builds itself on trust.	35
6)	Happiness breeds contentment.	35
7)	People are as young as they feel.	40
8)	Integrity is a sign of fortitude.	40
9)	Most of us want to do good works.	40
10)	Pay strict attention to the note.	40
11)	Keep your eyes close to the mark.	40
12)	Check for the daily rate of gain.	40
13)	Reading is a wealth of knowledge.	40
14)	Practice will always make it perfect.	45
15)	They must take the good with the bad.	45
16)	Seconds lost reduces the typing rate.	45
17)	Winning depends upon effective skill.	45
18)	Make all strokes with the same power.	45
19)	One must have a definite goal in life.	45
20)	A man can do no more than his very best.	48
21)	It is simple to write these small words.	48
22)	We are not going to sail until midnight.	48
23)	We may not do this right the first time.	48
24)	Now it is our turn to make the shipment.	48
25)	What he is counts more than what he has.	48

SPURT DRILLS

	WPM for 10 Seconds
26) One must just learn to walk past failures.	50
27) Thank you for your attention to our order.	50
28) The copy of the fine form will please you.	50
29) The people make the nation what it is now.	50
30) Your friend should come to these meetings.	50
31) Sales success comes through sales service.	50
32) Your charts show how well you can typewrite.	54
33) Many men have come back from all over by air.	54
34) How you say what you say is important to you.	54
35) It is good business to be kind to all people.	54
36) This receipt shows that he paid for it today.	54
37) Prevent an error rather than correcting one.	54
38) You would not be able to go on the date anyway.	57
39) His friend sent the good business form he made.	57
40) Our candidate must remember his comments today.	57
41) He can depart on that day if he will work hard.	57
42) He is not just a member but is also our friend.	57
43) It is well to think and do as well as we can do.	58
44) Your company is primarily a band of individuals.	58
45) The men in the department may go to the meeting.	58
46) His friend will present the candidate to us all.	58
47) Please get a receipt when you pay for the books.	58
48) The surest way to break a bad habit is to drop it.	60
49) A thing done well is better than a good intention.	60
50) They bought this light for me while you were gone.	60

STUDENT'S TYPEWRITING TESTS

Sponsored by

UNITED BUSINESS EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

FIVE-MINUTE TIMED WRITING

DIRECTIONS: Use a 70-space line, double spacing, and a five-space indention for paragraphs. Type at your BEST rate; do not hurry but try to keep the carriage moving continuously. Your line of writing may not be exactly the same as in the copy. If you complete the copy before time is called, begin typing again from the first of the test.

Strokes

The first day that you entered school a card was made out for you giving 73
your name, your parents' names, your address, and other information about your 152
health and the kind of work your father does and the like. As you went through 232
the grades, a careful record has been kept on you. As you continue in school, 311
your record follows you. It contains a record about your school marks, your 388
hobbies, your attendance, and the kind of person you are. Often students do 465
not realize while they are in school that about all they can offer to a 537
prospective employer is their school record. 582

Almost every day the school office receives inquiries about some student or 659
former student of the school. In many cases it is an employer wanting to know 738
what kind of school record the student has. The things you do, good or bad, 815
will follow you for many years after you are out of school. The employer wants 895
to know what the student's attendance record was like. This is very important 974
for, as you know, employers believe that you are likely to carry the same habit 1054
onto the job. 1068

Often employers want to know whether the student was in the band, glee club, 1146
or orchestra; played football, basketball, or track; or perhaps wrote for the 1224
school newspaper. The employer feels that when he finds a student whose grades 1304
are good plus the fact that he took part in various clubs of the school his 1380
chance for success in working with other people is great. Industry and business 1461
look for well-rounded employees. 1493

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18-C. BOOST YOUR SKILL (*Read and copy*) RESET DOUBLE SPACING

Two 1-minute speed timings. One 2-minute speed timing. One 2-minute writing for accuracy.

Any time you wish to say something important 10
and must be sure to give the right impression, be 20
smart. Write it down. This will let you read it 30
and change it if it does not say exactly what you 40
mean or if you see a way to polish what you said. 50

By the way, that is how a good writer works. 60
First he jots down his main ideas quickly, giving 70
little thought to form or to errors; then he goes 80
over his work, marking any changes it needs; now, 90
and not before, he types a good copy of his work. 100

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 WORDS

98-C. BOOST YOUR SKILL (*Read and copy*) DOUBLE SPACING

Take four 1-minute timings for speed; then two 4-minute timings—one speed, one for accuracy.

Some eighty or so years ago, an eager young man opened 12
a candy stand facing the beach in Atlantic City. The beach 24
did not then have its great hotels or its famous Boardwalk, 36
but even so it was already a favorite summer resort. There 48
were thousands who came to bask in the sunshine and to play 60
in the surf and on the wide sandy beach. It was a pleasant 72
place to open a candy stand, the young man found. Then one 84
night a storm came up after the stand had closed, and spray 96
soaked the candy stand, wetting all the taffy on the shelf. 108

The next morning the young man was dismayed by all the 120
water on his candy, but he made a joke about it when a cus- 132
tomer came up; he told the customer that today he was sell- 144
ing salt water taffy. The customer laughed, so all day the 156
young man repeated the same joke. Soon new buyers began to 168
ask whether he was the man with the salt water taffy. That 180
night he put up a sign about salt water taffy; and since it 192
drew customers, it was not long before there were signs for 204
salt water taffy all along the beach. Today the salt water 216
taffy of Atlantic City is fully as famous as its Boardwalk, 228
all because a sharp young man had quick wits and recognized 240
a sales label when the roaring surf washed it into his lap. 252

SI 1.31
Fairly
Easy

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12

STUDENT'S TYPEWRITING TESTS

Sponsored by

UNITED BUSINESS EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. WASHINGTON 6, D. C.

FIVE-MINUTE TIMED WRITING

DIRECTIONS: Use a 70-space line, double spacing, and a five-space indention for paragraphs. Type at your BEST rate of speed, but try to keep the carriage moving continuously. Your line of writing may not be exactly the same as in the copy. If you complete the copy before time is called, begin again at the start of the test.

Strokes

The way in which you do your work will be very important on your first job. 77
You will be closely watched by your fellow workers and by your boss. They will 157
make judgments about what kind of person you are by the way you conduct yourself 238
in the office. If you are to be happy in your job and get a promotion in a 314
reasonable time, you will have to take great care to do a good job. You will 392
also have to take great care in selecting your friends. 448

If the office in which you work is a small one, then it is important that you 527
be on friendly terms with all of the office staff. If you work for a large firm, 609
then you will have to make certain that you do not make the mistake of becoming 689
too friendly with any one group, but rather attempt to cut across office groups. 770
Every large office is likely to have certain cliques. Some of these groups are 850
interested in the welfare of the firm for which they work while others are likely 932
to be interested in seeing how little they can do and still remain on the payroll. 1015

One way in which you will be judged is whether or not you work to your full 1092
capacity. If you spend your time talking to your fellow workers when you should 1173
be doing your work, then you may be sure the boss is going to replace you at the 1254
first opportunity. If your friends call on you during office hours, you can also 1336
be certain that you won't last very long on the job. Workers who receive and who 1418
make personal telephone calls during business hours are not giving a full day's 1498
work for a full day's pay. Remember also that in most communities your firm is 1578
charged for every telephone call that is made from the office. To use the office 1660
telephone for personal purposes in such cases is the same as using company postage 1743
for your personal letters. 1769

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18-B. EXPLORE YOUR TYPEWRITER: *Variable spacer*

Variable spacer

Aligning scale

Q. How do I get the paper back into the machine to finish something?

A. It's easy! Learn how by taking these practice steps:

1. Type your first name. Notice *exactly* (*a*) how close the bottom of the typing comes to the top of the aligning scale and (*b*) how nearly the little lines on the scale come to the center of the typed letters.

2. Take out and reinsert the paper. Advance it so your first name falls above the aligning scale exactly where it was before: If you must turn the paper up or down *slightly*, press the variable spacer (button in the left cylinder knob) while you turn the paper with the right hand; if you must *move* the paper slightly left or right to align the letters with the marks on the scale, use the paper release.

3. Type your last name after your first. (You will need to repeat this exercise half a dozen times before you find it very easy to do!)

SPELLING TEST A.

Fill in and list the information indicated below.

Name ______________________________

Address ______________________________________

Telephone Number ____________________

Days of the Week	Months of the Year
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
	____________________
	____________________
	____________________
	____________________
	____________________

[illegible]

[illegible]

[illegible] on the line.

157 ______

387 ______

358 ______

627 ______

73 ______

372 ______

309 ______

352 ______

237 ______

2215 ______

30 ______

2983 ______

75 ______

[illegible]

Col[illegible] of figures [illegible] aligned [illegible] the right. At times, this calls for spacing [illegible] the [illegible] spacing [illegible] [illegible].

Complete [illegible] the [illegible] 25 [illegible]:

100
965
60
600
70
[illegible]
075
000
305
05
3055
75
615
91
5015
2516

IV. SATELLITE ACADEMIES

READING CURRICULUM PHASE I

A. Listening Skills

B. Scan & Locate

[illegible] TEST I

Name:
Date:
Score:

Diagnostic Test I

I. Directions: This part of the test contains information that has been marked in some way. Some items in the test are underlined; some are circled; some have boxes around them, and others have check marks or initials in front of them. You are to find each item that is Underlined or has a Check Mark in front of it. Draw a line through these items with your pen.

Bert Locher S. Wallerstein SB Mark Gyrand

April March February✓ May September

Mitchell Hardware MH Preus Library Ivar Home

Robert Larson✓ John Vale Bert Fahler

V.T. Dochstad Jack Friedman Mildred Nesro

American Tellis American T & T American Airlines

Warren College Decorah Hospital✓ Mayo Clinic MC

Brooklyn✓ Queens Manhattan Staten Island Bronx

Alice Quinn Doris Laib Long Island

FDR✓ LC FCV Tide Chemical TC Clairol Corp.

[illegible]

II. This part of the test contains a series of numbers. Scan through the numbers and put an (X) through all of the numbers that contain 8's

8475	8082	1853	3058	149
	7364	0380	2894	1928
28	7481	0394	201	4955
3904	0389	6376	4647	
3161	5762	0398	1287	
309384	48473	9483	4096	
08	10293	80947	7483902	

III. Below is a list of company names, place a check mark on the line beside all of the names that begin with G's I's and M's

1. Save Rug Inc. ____________________
2. McCuming Company ____________________
3. J. T. Cook & Sons ____________________
4. Green's Company ____________________
5. Marcus & Freeman Co. ____________________
6. Lickowitz & Son Co. ____________________
7. Macy's ____________________
8. Icelandic Inc. ____________________
9. McDonalds Co. ____________________
10. M. C. D. Borden & Sons ____________________
11. Int'l Food Industry ____________________
12. I. Moving & Company ____________________

[illegible]. [illegible] ____________

[illegible]. [illegible] ____________

[illegible]. N. Y. Telephone Co. ____________

[illegible]. Equitable Life Ins. ____________

IV Below is a group of different dollar amounts. Circle every fifty cents($.50), one dollar ($ 1.00) and five dollars $ 5.00

.05 $1.00 $10.00 $2.50 $5.00

$. 50 $5.00 $10.00 $50.00

$1.00 $1.05 $2.00 $8.00 $.50

$1.00 $1.05 $2.00 $8.00 $.00

$25.00 $5.00 $21.00 $.05 $1.05

$1.00 $.80 $.50 $5.00 $2.00

$75.00 $.50 $5.00 $3.00 $1.00

$8.00 $.05 $5.50 $1.00 $5.00

$1.00 $3.00 $5.00 $7.00 $.50

$3.50 $5.00 $7.50 $4.00 $1.00

[illegible]
Stockholm, Sweden

Payment # [illegible]
October 22, 1971

Ref. # [illegible]

Please pay us $ 391.50 to McGraw-Hill Publishing Company, P. O. Box 1502, Church Street Station, New York, New York 10008, U. S. A.

This payment is made at the request of Teknisk [illegible], Lazarettsvagen 9, Stockholm, Sweden.

To: Chase Manhattan Bank
New York, New York

________________ Payment # ________________

________________ ________________

Ref # ________________

Please pay us $ ________________ to ________________
P. O. Box 15[illegible], Church Street Station, New York, New York 10008, U. S. A.
This payment is made at the request of ________________

To: ________________

____

Directions: Fill in the missing information on the form above according to the form at the top of the page. Once you have filled in the information answer the following questions:

1. How much money is being paid? ________________
2. What is the reference number? ________________
3. Who will be paid the money? ________________
4. What is the date on the form? ________________

[illegible]

[illegible]

A. Please sort these cards according to color. Once you have all of the cards of the same color together, put them in order according to the numbers the cards will [illegible], having the highest number on top and the lowest one on the bottom.

B. These forms have to be put into order. Please sort them according to numbers, the lowest number on top, the highest one on the bottom.

C. Each form has 3 parts. You must separate the parts and when you have finished this, put the white forms in order according to the date, (the latest date on top), the yellow ones according to numbers, (the highest numbers on top), and the original ones according to company name.

D. Here is a list of all the employees on this floor. The list is not in any kind of order. Please re-write this list putting the names in alphabetical order according to last name.

E. Here is a list of dates. This list is in no particular type of order. Please write out a new list that starts with the earliest date first and has the latest date last.

F. Here is a list of words I will want you to find definitions for later on. They are not in alphabetical order. Please re-write the list, putting the words in alphabetical order.

[illegible]

Words

seminar
literary
audit
communicate
tradition
executor
abrasive
enabler
arithmetical
lingerie
stock
exchange
adjacent
simultaneous
influence
vegetable
attorney
diploma
cleanliness
resin
equity
insurance
assurance
guarantee
agenda
secretary
certificate

Dates

[illegible], 1951
[illegible] 22, 1950
April 1, 1953
[illegible] 21, [illegible]
May 4, 1953
February 12, 1962
August 4, 1958
November 21, 1967
January 8, 1963
June 30, 1970
September 18, 1955
August 5, 1967
July 10, 1951
March 15, 1958
February 1, 1953
August 27, 1969
May 11, 1970
January 23, 1952
October 29, 1971
May 23, 1950
December 12, 1955
September 8, 1957
January 15, 1967
May 8, 1953
July 5, 1962
February 23, 1958
November 20, 1970.

LISTENING CALLS

Names

James Hanover
Laurence Altman
Karen James
Betty Sinclair
Howard Smith
Barbara Burns
Tim Watkins
Louis Eastman
Jerry Martin
Warren Bush
Steve Waterman
Alice Andrews
Eve Blaine
Roger Carter
Ralph Donovan
Helen O'Donnell
Earl Jackson
John B. Green
Carol Curtis
Helen Hart
Bob Thompson
Peggy Reilly
Anthony Adverse
Alvin Bellows
Homer Winslow
Susan Fried
Robert Stevens

[illegible] ____________________ Date ______ ______

[illegible]

Drill 4

Directions: This exercise is designed to build up speed in the skill of [illegible]. Using a red pen, draw a line through all of the "[illegible]" found on the page.

Example: [illegible] THE [illegible]

[illegible] TIRF [illegible] HCIM FAIC [illegible] UIE SURF [illegible]. TUST D G ZOX [illegible] EDF [illegible] FISF SED. RATER FIL [illegible] ZO[illegible] HITT WAB RIS STAC [illegible]. [illegible] GAB ACEDENT [illegible] TEME.

SHEP WEY, FIGE RAFF TOD FUWS [illegible]UE. FEFF TUZZ MARD WUACEB FAX DAGER [illegible]. [illegible] DUZ WEXTEL. HAIM VIDS [illegible]UFCEK. NOBE SH[illegible] VAZZ[illegible]R, SKEEP SAB BAB [illegible]X DE[illegible] BEAC.

16

Name ______________________________ Date ______________________

Sheet 12

Directions. Using a red pen, draw a line through all words beginning with the letter "B".

VIGLAD ZEZ. GRCIH ZEI BTG GXD.

GRFC BOGAN IRCEN. CRGRIUS BMCA DRIAV RME . FOTS TRS MIDET. TWI VR ARGCS PRANMTS. ZCILV EAGRSH FICB. RNCA TRJSD AJOT ZONT FIC BARTS HE BMAD. HWIA. IERM VR GIFRD WAMIRIIT. ZAGNDE IEC DURC. IWEK ROOB QUEIT BKRB DUR.

UNA REGF VCUR JIEB AI OJ TA BGC. AFIATT QUEZV. DERBIEG INIED IG ME NCATE DONVOK DEIV NEG HFRB. BUID GIRN EI PARP USIC QUVAN IHCC BERF YEEW G BCHC 10. IEKOPIO EX BRNTR YRNT IFII. KRON EZEPEI. URT RECCT BIAT KOGE VERG FQT BIITK IBRC. TERY FOK BAFF OIXEN NEUBRITCANEX NORB ZALT BATER KNON DVR IGNSTB BESTRJS JJTDRISV.

Name ______________________ Date ______________

Drill III

Directions: Using a red pen, draw a line through all of the three letter words.

STREX WEF CRON OB CAL NORB LOCEB TO NP KIRRES DON HTIMS TUEN OFISH NOR RON PIST HOG RONN. WOY ZALT THIP KAB. SAB EJBRO SLAN WORSE RAB FOMO KEE SKEEP VOW. BES YON NEU MANN LI CANM CEN ODEB PM. TES PEP WAXE QUEB FEBRAD RIT CABEX.

KOIN WONG EXL SANGE ET ZUNA VIGGAG ZERG HCIMP POWI CEDO BAFM OPLEX GINT BROOKE. TOKP KOPFELT BELPT QUIGELT.

Name ______________________ Date ______________

SCAN AND LOCATE

Directions: This is a drill of how well you can find information that has been marked in some way. Some items in the box are underlined, some are circled; some have check marks or initials in front of them. You are to find each item that is Underlined or has a Check Mark in front of it. Draw a line through these items with your pen.

Example

	Bert Locker	RK ~~S. Ballerstein~~	Mark Opgrand			
1.	Mitchell Hardware	Preus Library	Iver Home			
2.	RK Robert Lorson	John Bale	Bart Butler			
3.	T. Deskstad	Jack Friedman	Mildred Bosso	✓Hinderling		
4.	American Tellex	American T & T	American Airlines	American Motors		
5.	RK Wagner College	Decorah Hospital	✓Mays Clinic	A & P		
6.	Brooklyn	Queens	Manhattan	Staten Island	✓Bronx	
7.			Alice Quinn	Doris Laib		
8.	Long Island	Melvin Johnson	Jack Martino	John Curtis		
9.	Michigan✓	DH Minnesota	Montano	Montreal		
10.	Madrid Menico	GM	NAACP	ARVN	✓FIT	MIT
11.	FRD	LC	PCV	Tide Chemical	Clairol Corp.	
12.	✓Eklof Shipping Co.	Wednesday	Friday	Saturday		
13.		Bill Egan	Francis Allen	Tom Griffith✓		
14.	Executive Department	State of New York	Education Division			
15.	Arthur Peters, In.	Lee's Taxi Service	✓LaSalle Beauty Shop			
16.	Post Tire Company	✓Duane Bake Shop	Leather Warehouse			
17.	Austin, Minnesota	Troy, Delaware	✓Waterloo, Iowa			

Name ______________________________ Date ______________________89

Scan & Locate (Amounts)

DRILL I

Circle all amounts that have been checked (✓), underlined, and boxed.

$7,87	$39.67	✓$234.56	$2,348.00	$12.00
$6.54	$1.95	✓$18.96	✓$8.45	
$28.66	$2.34	$3.46	$367.85	$97.60
$859.48	$6,476.47	$93.83	$7.46	
$343.32	$43.43	$4.34	✓$ 75.66	✓$6.56
$85,548.99	$22,309	$958.94	$286.76	
$9,489.99	$6,366.36	$.34	$435.34	$7.85✓
$43.43	✓$4.34	✓$6.90	$9.88	$1.09✓

Name ______________________ Date ____________________

EXERCISE II

Circle in red all the 3's and 5's on this page.

9 5 3 3 8 9 0 6 3 6 9

8 3 7 0 1 3 6 8 3 0
5 4 3 4 4 7 9 2

5 7 2 8 1 8 9

4 5 1 6 2 9 1 2

3 6 1 5 3 0 8

3 5 2 2 4 8 0 1

1 1 2 6 2 8 2 3

3 4 1 6 5 5 2

3 6

3 5 2

5

4 6 4 3 3 2

Name ____________________________ Date ____________________

Directions: Fill in the missing information on the form below according to the form at the bottom of the page. Now that you have filled in the missing information, answer the following questions:

1. Where has the order of payment come from? ____________________

2. How much money is to be paid? ____________________

3. When will the payment be sent? ____________________

4. Which bank will issue the check? ____________________

Lloyds Bank limited
Overseas Department
6 Eastcheap, London E.C. 3

Ref. # ______________

Date ______________

Please notify and pay the Bank of London and South America, Riode Janeiro, Brazil:

__________________________ U.S Dollars Thirty

To: ______________________________

____

Kindly refer to the reference number in any correspondence related to this transaction.

Yours very truly,

Lloyds Bank limited
Overseas Department
6 Eastcheap, London E.C. 3

Ref. # CMA 272247
March 5, 1971

Please notify and pay the Bank of London and South America, Riode Janeiro, Brazil:

US $30.00 U.S. Dollars Thirty

To: The Chase Manhattan Bank
New York, New York 10008

Kindly refer to the reference number in any correspondence related to this transaction.

Yours very truly,

Name ____________ ___Date ________________

Directions: Fill information on the form below according to the form at the page. Once the information has been filled in, answer the foll ns:

1. Who is being pa ______________________________

2. The total amount action is ______________________

3. When was the or payment made? __________________

4. What is the num irect payment order? _____________

________________ ______________________________

Kansallis - Osake -
Helsinki, Finland

Payment Order # 32
May 4, 1971

To: The Chase Mank
1 New York Pl
New York, New
U. S. A.

Please pay U.S 29, ow, Norondy Bank, L.T.D., London, England.
This payment is to er of direct payment number 17659[illegible], also
made today. Add ollars service charge and reduce our
account a total of 0.

________________ ______________________________

________________ ______________________________

____

____

Payment Order # _________
Date: ________________

To: ____________ ________
____________ ________
____________ ________
____________ ________

Please pay US ____ to Moscow, Norondy Bank, LTD., London England.
This payment is to er of direct payment number ____________,
also made today. dollars service charge and reduce our
account a total of _________.

________________ ______________________________

NAME ______________________

EXERCISE II: Search and Locate

PROBLEM A: Read the letter below. The answer the questions that follow.

LLOYDS BANK LIMITED
Overseas Department
6 Eastcheap, London E.C. 3

Reference Number CMA 272247

PAYMENT ORDER

DATE: March 5, 1971

Please notify and pay the Bank of London and South America, Rio de Janeiro, Brazil:

U.S. $30.00 U.S. Dollars Thirty

To: The Chase Manhattan Bank
New York, New York 10008

Kindly refer to the reference number in any correspondence related to this transaction.

Yours very truly,

1. Where has the order of payment come from?

   a. Rio de Janeiro
   b. New York
   c. London

2. How much money is to be paid?

   a. $60.00
   b. $30.00 U.S.
   c. 30 British Pounds

3. Where will the payment be sent?

   a. Rio de Janeiro
   b. New York
   c. London

4. Which bank will issue the check?

   a. Lloyds of London
   b. Chase Manhattan, New York
   c. Bank of London and South America
   d. Chase Manhattan, London

PROBLEM A: Read the paragraph below carefully. Then answer the questions that follow.

The Banco Popular of Peru is acting as an agent for Newton, Milhous and Company in Lima, Peru. Newton, Milhous and Company would like to transfer some of their funds in New York to the Banco Popular in Peru. They placed an order on May 17, 1971 with Chase Manhattan for $8,500.00 to be deposited in the Banco Popular of Peru. The Peruvian Bank acknowledged receipt of the deposit on May 27. Therefore, Newton, Milhous and Company can draw on their funds in Peru as of May 27.

1. Where do Newton, Milhous and Company keep their funds in the United States?

   a. The Popular Bank of New Mexico
   b. The Chase Manhattan Bank, New York
   c. The Chase Manhattan Bank, Mexico City
   d. Newton Savings and Loan

2. What bank will receive the $8,500.00?

   a. Chase Manhattan Bank, Mexico City
   b. Chase Manhattan Bank, Lima, Peru
   c. Chase Manhattan Bank, New York
   d. The Banco Popular of Peru

3. When did the money arrive in Peru?

   a. May 17
   b. May 20
   c. May 27
   d. May 31

4. How soon can Newton, Milhous and Company use these funds?

   a. May 17
   b. May 20
   c. May 27
   d. May 31

PROBLEM B: Read the letter below. Then answer the questions that follow.

KANSALLIS - OSAKE - PANKKI
Helsinki, Finland

PAYMENT ORDER
May 4, 1971

To: The Chase Manhattan Bank
1 New York Plaza
New York, N.Y. 10008
U.S.A.

Please pay [US $9,812.90] to Moscow Narodny Bank, Ltd, London, England. This payment is to cover our order of direct payment number 176592, also made today. Add the five U.S. dollars service charge and reduce our account a total of US $9,817.90.

1. Who is being paid?

   a. Kansallis -Osake - Pankki
   b. The Bank of London
   c. Chase Manhattan, New York
   d. Moscow Narodny Bank

2. The total amount of the transaction is

   a. $9,817.90
   b. $9,812.90
   c. $1,765.92

3. When was the order of direct payment made?

   a. January 9
   b. September 5
   c. May 4
   d. April 6

4. The number of the direct payment order is

   a. 5/4/71
   b. 176592
   c. 981290
   d. 10008

PROBLEM C: Read the letter below. Then answer the questions that follow.

BANQUE NATIONALE DE PARIS
16, Boulevard Des Italiens

PAYMENT ORDER

Paris, the 21st of March, 1971

Please effect the following payment by reducing our account with you, the Chase Manhattan Bank, New York.

Pay to Banco di Santo Spirito, Rome, Italy $US 35.00.

TO: The Chase Manhattan Bank
1 New York Plaza
New York, N.Y. 10008
USA

1. Who is going to be paid the $35.00?

   a. Banque Nationale de Paris
   b. Banco di Santo Spirito
   c. Chase Manhattan, New York

2. Who requested the payment?

   a. Banque Nationale de Paris
   b. Banco di Santo Spirito
   c. Chase Manhattan, New York

3. Whose account will the money come from?

   a. Banque Nationale de Paris
   b. Banco di Santo Spirito
   c. Chase Manhattan, New York

PROBLEM D: Read the letter below. Then fill in the answers to the questions that follow.

SVERIGES KREDITBANK
Stockholm, Sweden

PAYMENT ORDER NO. 131955
April 24, 1971

Please pay without any charges to us US$331.50 to McGraw-Hill Publications Company, P. O. Box 1502, Church Street Station, New York, N.Y. 10008, U.S.A.

This payment is made at the request of Tekniak Raklan, Lasarettsvagen 9, Stockholm, Sweden and applies to invoice number 919001.

Sent to: The Chase Manhattan Bank
New York, N.Y.

1. Which bank was requested to make the payment? ________________________
2. Who originated the request? ____________________________________
3. Who will be paid the money? ____________________________________
4. For what is the payment being made? ______________________________

PROBLEM E. Read the letter below. Then fill in the answers to the questions that follow.

FRANKFURTER BANK
POSTFACH 4371

BANK TRANSFER

Ref. 78144

To: Chase Manhattan Bank
New York, N.Y.

Please pay US$50.80 to Privatbanker i. Kjobenhaven, Kopenhagen, Danemark to cover today's order number 56419.

Faithfully yours,

1. How much money is being paid? ________________________________
2. What is the reference number of this Bank Transfer? ________________
3. Who has requested the payment? ________________________________
4. Who is being paid? ____

Name_______________________________ Date_______________________

Directions: Fill in the missing information on the form below according to the form at the bottom of the page. Once the information has been filled in, answer the following questions:

1. Who is being paid? _______________________________
2. The total amount of the transaction is ___________________
3. When was the order of direct payment made? _______________
4. What is the number of the direct payment order? ____________

Kansallis - Osake - Pankki
Helsinki, Finland

Payment Order #32
May 4, 1971

To: The Chase Manhattan Bank
1 New York Plaza
New York, New York 10008
U.S.A.

Please pay U.S. $9,812.90 to Moscow, Norondy Bank, L.T.D., London, England. This payment is to cover our order of direct payment number 176592, also made today. Add the five U.S. dollars service charge and reduce our account a total of U.S. $9,817.90.

____
____

Payment Order #_____
Date:______________

To: _______________________________
____
____
____

Please pay US ______________ to Moscow, Norondy Bank, LTD., London, England. This payment is to cover our order of direct payment number ______________, also made today. Add the five U.S. dollars service charge and reduce our account a total of US ______________.

Name ______________________ Date ______________________

Directions: Fill in the missing information on the form below according to the form at the bottom of the page. Now that you have filled in the missing information, answer the following questions:

1. Where has the order of payment come from? ______________________
2. How much money is to be paid? ______________________
3. When will the payment be sent? ______________________
4. Which bank will issue the check? ______________________

Lloyds Bank Limited
Overseas Department
6 Eastcheap, London E.C. 3

Ref. # ______________

Date ______________

Please notify and pay the Bank of London and South America, Rio de Janeiro, Brazil:

______________________ U.S. Dollars Thirty

To: ______________________

____

Kindly refer to the reference number in any correspondence related to this transaction.

Yours very truly,

Lloyds Bank Limited
Overseas Department
6 Eastcheap, London E.C. 3

Ref. # GMA 272247
March 5, 1971

Please notify and pay the Bank of London and South America, Rio de Janeiro, Brazil:

US $30.00 U.S. Dollars Thirty

To: The Chase Manhattan Bank
New York, New York 10008

Kindly refer to the reference number in any correspondence related to this transaction.

Yours very truly,

Name ______________________ Date ______________________

Search & Locate

Drill 1

Instructions: Read the paragraph below carefully. Below the paragraph are a series of questions. Answer each question by drawing a circle around the letter that best answers each question.

On December 27, 1970, the American Telephone and Telegraph Company ordered the Chase Manhattan Bank in New York to take $963.44 from American Telephone & Telegraph's account there and pay Reynolds & Company the full amount in an official bank check. On January 4, the check was mailed to the Reynolds & Company office in Chicago, Illinois. The cancelled check was returned on January 18, indicating that the payment was complete.

1. When was the check mailed?
   a. December 17, 1970
   b. December 27, 1970
   c. January 4, 1970
   d. January 4, 1971

2. To what city was the check sent?
   a. New York, New York
   b. Chicago, Illinois
   c. Albany, New York
   d. Lenox, Pennsylvania

3. To what firm was the check sent?
   a. The Chase Manhattan Bank, New York
   b. American Telephone & Telegraph Company
   c. The Chase Manhattan Bank, Chicago
   d. Reynolds & Company, Chicago

4. Who sent the check?
   a. Reynolds & Company, New York
   b. The Chase Manhattan Bank, New York
   c. American Telephone & Telegraph Co.
   d. Reynolds & Company, Chicago

5. Who ordered the payment?
   a. The Chase Manhattan Bank, New York
   b. The Chase Manhattan Bank, Chicago
   c. American Telephone & Telegraph Company
   d. Reynolds & Company

SAMPLE PARAGRAPH: SEARCH AND LOCATE

J. E. Penney Company has ordered the Chase Manhattan Bank in New York to pay Lamont Fashions $7,654.00 for clothing shipped to J. C. Penney branch stores. The payment is to be made in the form of an official check mailed to Chemical Bank, 154 Broadway, New York, New York and deposited there to the account of Lamont Fashions.

1. Who is paying the bill?

   a. J. C. Penney Company
   b. Chase Manhattan Bank
   c. Chemical Bank
   d. Lamont Fashions

2. How much money is being paid?

   a. $7,654.00
   b. $154.00

3. Where will the payment be sent?

   a. J. C. Penney Company
   b. Chase Manhattan Bank
   c. Chemical Bank
   d. Lamont Fashions

4. To whose account will the payment be added?

   a. J. C. Penney Company Company
   b. Chase Manhattan Bank
   c. Chemical Bank
   d. Lamont Fashions

EXERCISE I: Search and Locate NAME ______________________

PROBLEM A: Read the paragraph below carefully. Then answer the questions that follow.

On December 27, 1970 the German Landbank ordered the Chase Manhattan Bank in New York to take $963.44 from German Landbank's account there and pay the Lenox China Company the full amount in an official bank check. On January 4, the check was mailed to the Lenon Company office in Chicago, Illinois. The cancelled check was returned on January 18, indicated that the payment was complete.

1. When was the check mailed?
    - a. December 17, 1970
    - b. December 27, 1970
    - c. January 4, 1970
    - d. January 4, 1971

2. To what city was the check sent?
    - a. New York, New York
    - b. Chicago, Illinois
    - c. Munich, Germany
    - d. Lenox, Pennsylvania

3. To what firm was the check sent?
    - a. Lenox China Company
    - b. The Chase Manhattan Bank, Munich
    - c. The Chase Manhattan Bank, New York
    - d. The German Landbank

4. Who sent the check?
    - a. Lenox China Company
    - b. The Chase Manhattan Bank, Munich
    - c. The Chase Manhattan Bank, New York
    - d. The German Landbank

5. Who ordered the payment?
    - a. Lenox China Company
    - b. The Chase Manhattan Bank, Munich
    - c. The Chase Manhattan Bank, New York
    - d. The German Landbank

PROBLEM C: Read the paragraph below carefully. Then answer the questions that follow.

The Chase Manhattan Bank in Rome has notified Head Office of a transaction valued at $750,000.00 between the Ford Company of Detroit, Michigan and the automobile firm of Risso and Sons, Rome. As of April 6, 1971, Ford has paid the above amount to Risso and Sons. The money has been deposited in our branch in Rome.

1. Who paid the money?

   a. Ford Company
   b. Rizzo and Sons
   c. Chase Manhattan, Rome
   d. Chase Manhattan, New York

2. How much money was involved in the transaction?

   a. $75,000.00
   b. $ 7 million
   c. $ 7,500.00
   d. $750,000.00

3. Where was the money deposited?

   a. The Federal Bank of Detroit
   b. Chase Manhattan, Rome
   c. Chase Manhattan, New York
   d. The National Bank of Italy

4. When did the transaction occur?

   a. July 1, 1971
   b. April 6, 1971
   c. March 9, 1971
   d. February 4, 1971

NAME ______________________ DATE ______________________

Scan & Locate

DRILL III

Instructions: Below are two forms, One is filled out completely with all the necessary information. The other form does not have all of the information. Using the completed form as a guide, fill in the information that is missing.

CLEARANCE #035

Walston & Co.
Inc.
Members New York Stock Exchange
77 WATER STREET, NEW YORK, N.Y. 10005 437-4141

ACCOUNT NUMBER	REF. #	QUANTITY	DESCRIPTION	PRICE	PRINCIPAL	FED. TAX INTEREST	TOTAL AMOUNT
	91	850	New York Telephone				$1700.00

BROKER BOUGHT FROM

TRADE DATE MO.	TRADE DATE DAY	SETTLEMENT DATE MO.	SETTLEMENT DATE DAY	SETTLEMENT DATE YR.
10	1			

CLEARANCE #035

Walston & Co.
Inc.
Members New York Stock Exchange
77 WATER STREET, NEW YORK, N.Y. 10005 437-4141

ACCOUNT NUMBER	REF. #	QUANTITY	DESCRIPTION	PRICE	PRINCIPAL	FED. TAX INTEREST	TOTAL AMOUNT
4083652	91	850	New York Telephone Common Stock	$20.00			$1700.00

BROKER BOUGHT FROM

TRADE DATE MO.	TRADE DATE DAY	SETTLEMENT DATE MO.	SETTLEMENT DATE DAY	SETTLEMENT DATE YR.
10	1	10	12	71

DRILL VI: ORIGINAL BLOCK LETTER

THE CHASE MANHATTAN BANK
National Association

1 Chase Manhattan Plaza, New York New York 10015

JEREMIAH J. SULLIVAN, Vice President

August 17, 1970

Mr. Jean Lefranc
Supervisor-Operations Control
The Chase Manhattan Bank
Paris, France

Dear Jean:

I have received confirmation from Frank Mason in Banque de Commerce that they will send two participants to the November seminar:

> Mr. Francois Worme, Supervisor of their Tellers, Visa and Discount Operation Departments and,
>
> Mr. Michael Frisque, their Operations Manager in Brussels.

Mr. Worme is 53 years of age and has been associated with the bank since 1934 and Mr. Frisque is 38 and has been with them since 1960. If you have need to communicate with Banque de Commerce concerning the seminar, please direct your correspondence to Mr. Ferdinand Pauwels, Manager, Banque de Commerce in Antwerp.

There is also a possibility that Nederlandsche Credietbank in Holland may wish to have someone in attendance and I expect to be hearing from them shortly.

We have also heard from CMB Switzerland and they confirm that they will send Mr. Raoul Gisler who is currently in charge of their Zurich office.

Sincerely,

Copy to Messrs. R.S. Shaw
J.F.K. Hemming
A.M. Pasquale
M.A. Walsh

DRILL VI : COPY

Name ______________________

Date ______________________

INSTRUCTION: Compare the letter below with the original on the opposite page. Circle all of the errors you can find on this sheet.

THE CHASE MANHATTAN BANK
National Association

1 Chase Manhattan Plaza, New York, New York 10015

JEREMIAH J. SULLIVAN, Vice President

August 17, 1970

Mr. Jean Lefranc
Supervisor-Operations Control
The Chase Manhattan Bank
Paris, France

Dear Jean;

I have received confirmation from Frank Mason in Banque doe Comerce that they will send two participants to the November seminar:

> Mr. Francois Worme, Supervisor of their Tellers, Visa dna Discount Operations Departments, and
>
> Mr. Michel Frisque, their Operations Manager in Brussels.

Mr. Worme is 53 years of age and has been associted with the bank since 1934 and Mr. Frisque is 38 and has been with them since 1960. If you have need to communicate with Bankue de Commarce concerning the seminar, please direct your correspondence to Mr. Ferdinand Pawels, Manager, Banque de Commerce in Antwerp.

There is also a possibility that Nederlandsche Creditbank in Holland may wish to have someone in attendnce and I expect to be hearing from them shortly.

We have also heard from CMP Switzerland and they confirm that they will send Mr. Roaul Gisler who is currently in charge of their Zurich office.

Sincerely,

Copy to Messrs. R. S. Shaw
J.F.K. Hemming
A.M. Pasquale
M. A. Walsh

DRILL VII: COPY

NAME ______________________

DATE ______________________

INSTRUCTIONS: Compare the cable below with the original on the opposite page. Circle all of the errors you can find on this sheet.

DRILL VII: COPY OF WIRE

Send the Following Cable to:

BANCO POPULAR ARGENTINA
BUENOS AIERES ARGENTINA

TO: TELEGRAPHIC SERVICES DEPARTMENT
1 N.Y.P. 4th FLOOR

DATE
MAY 7, 1971

ORIGINAL CABLE

REF. NO. 55606-14164 DTD. 4-30-71 CREDITED YOUR ACCOUNT
TODAY $18,900.00 UNDER LC B5639 OF DRESDRE BANK HAMBUR GERMANY

IMPORTANT: UNLESS CLASSIFICATION IS INDICATED, MESSAGE WILL BE SENT AT THE DISCRETION OF TELEGRAPHIC SVC. DEPT.

	RUSH In Plain Language		RUSH In Code		HOLD Combine With Other Cables		Lowest Rate (Night Letter)	NOTE: NIGHT LETTERS are delivered on the followin morning except for far eastern points where they are delivered on the second morning after filin

BILL TO	X	CHARGE TO Account/Expense	No.0011026194	Department 3-CY3W
				Full Name of Originator MICHAEL WALSH

(of)

ADDRESSEE

Approved (Full Signature)

Official Signature Verified	TESTER	CHECKER	Test Not Necessary ☐	COMPOSER	VERIFIER

TURN THE PAGE

DRILL VII: ORIGINAL CABLE

TO: Telegraphic Services Department
1 N.Y.P. 4th Floor

Send the following cable to:

BANCO POPULAR ARGENTINO
BUENOS AIRES ARGENTINA

Date
May 7, 1971

ORIGINAL
CABLE

REF. NO. 55606-14164 DTD 4-30-71 CREDITED YOUR ACCOUNT
TODAY $19,800.00 UNDER LC B5639 OF DRESDNER BANK HAMBUR GERMANY

IMPORTANT: UNLESS CLASSIFICATION IS INDICATED, MESSAGE WILL BE SENT AT THE DISCRETION OF TELEGRAPHIC SVC. DEPT.

RUSH	in plain language	RUSH	in code	HOLD	combine with other cables	lowest rate night letter	NOTE night letters delivered on the following morning except for far eastern points. where they are delivered on the second morning after filing.

Department
3-3CYW

(of)

Bill To

X Charge To Account Expense

ADDRESSEE

Department

Full name of originator
MICHAEL WALSH

approved full signature

test not necessary

official signature

TESTER CHECKER

Composer Verifier

THE CHASE MANHATTAN BANK NA

ORIGINAL

April 19, 1971

As per instructions dated
March 15, 1971

WE
CREDIT
YOUR
ACCOUNT

$9.52

CREDIT:

The Little League
5560 Hazlitt Avenue
Stonybrook
New York 10952

INSTRUCTIONS FROM:

Marshall Savings and Loan
124 Jewett Avenue
Staten Island
New York 10314

3.

February 21, 1971

As per instructions dated
February 14, 1971

WE
CREDIT
YOUR
ACCOUNT

$86.44

CREDIT:

Palmer Industries, Inc.
3 Oxholm Terrace
Berlin
New Hampshire 09754

INSTRUCTIONS FROM:

Hussaard Paints
Pine Saw Lane
Levering
New York 15642

4.

May 23, 1971

As per instructions dated
May 15, 1971

WE
CREDIT
YOUR
ACCOUNT

$23.98

CREDIT :

Gandhi Publishers
Freedom Square
Bombay
India

INSTRUCTIONS FROM:

Iowa State College
Simpson
Iowa 52101

5.

COPY

April 19, 1971

As per instructions dated
March 15, 1971

WE
CREDIT
YOUR
ACCOUNT

CREDIT:

The Little League
5560 Hazlitt Avenue
Stonybrook
New York 10952

INSTRUCTIONS FROM:

Marshall Savings and Loan
124 Jewett Avenue
Staten Island
New York 10314

February 21, 1971

As per instructions dated
February 14, 1971

WE
CREDIT
YOUR
ACCOUNT

$86.44

CREDIT:

Palmer Industries, Inc
3 Oxholm Terrace
Berlin
New Hampshire 09754

INSTRUCTIONS FROM:

Hussaard Paints
Pine Saw Lane
Levering
New York 15642

May 23, 1971

As per instructions dated
May 15, 1971

WE
CREDIT
YOUR
ACCOUNT

$23.98

CREDIT:

Gandhi Publishers
Freedom Square
Bombay
India

INSTRUCTIONS FROM:

Iowa State College
Simpson
Iowa 52101

STOP

RETURN THE BOOKLET TO YOUR INSTRUCTOR NOW.

SATELLITE Program
Phase I

Comparing Dates

Last Name First Name ______________________________ Date ____________

DIRECTIONS: On this page are pairs of dates. If the two dates are exactly the same, circle S for Same. If the two dates are different, circle D for Different.

Example: 1. 5/1/71 5/1/71 S D
2. 3/5/71 3/15/71 S D

1.	3/13/71	3/13/71	S	D
2.	7/13/71	7/13/71	S	D
3.	7/27/71	7/25/71	S	D
4.	6/29/70	6/29/71	S	D
5.	9/20/71	8/29/71	S	D
6.	8/15/61	8/15/69	S	D
7.	11/4/69	10/4/69	S	D
8.	5/14/70	5/14/70	S	D
9.	6/16/71	6/6/71	S	D
10.	7/30/68	7/30/68	S	D
11.	12/31/70	12/31/70	S	D
12.	1/23/71	1/24/71	S	D
13.	3/15/67	3/15/67	S	D
14.	7/22/71	7/22/70	S	D
15.	9/30/70	9/30/70	S	D
16.	12/25/67	12/24/67	S	D
17.	1/3/64	1/3/64	S	D
18.	3/13/69	3/23/69	S	D
19.	5/21/70	5/20/70	S	D
20.	10/29/73	10/29/73	S	D

DRILL I

NAME ______________________________

DATE ______________________________

INSTRUCTIONS: If the two numbers in each pair below are exactly the same place a check mark on the line between them. If they are different, make no mark.

1) 213 ____________________ 213
2) 3467 ____________________ 3467
3) 67840 ____________________ 67840
4) 333333333 ____________________ 3333333
5) 21447 ____________________ 21474

6) 454545 ____________________ 454545
7) 1103 ____________________ 11103
8) 66689 ____________________ 66589
9) 894325867590 ____________________ 894325687590
10) 787890 ____________________ 787890

11) 123 ____________________ 123
12) 7655055 ____________________ 7659055
13) 376589 ____________________ 375689
14) 2323467890239 ____________________ 2323467890238
15) 9543 ____________________ 9543

16) 5532 ____________________ 5632
17) 7834 ____________________ 7834
18) 89354 ____________________ 89545
19) 7834565 ____________________ 7834576
20) 903 ____________________ 903

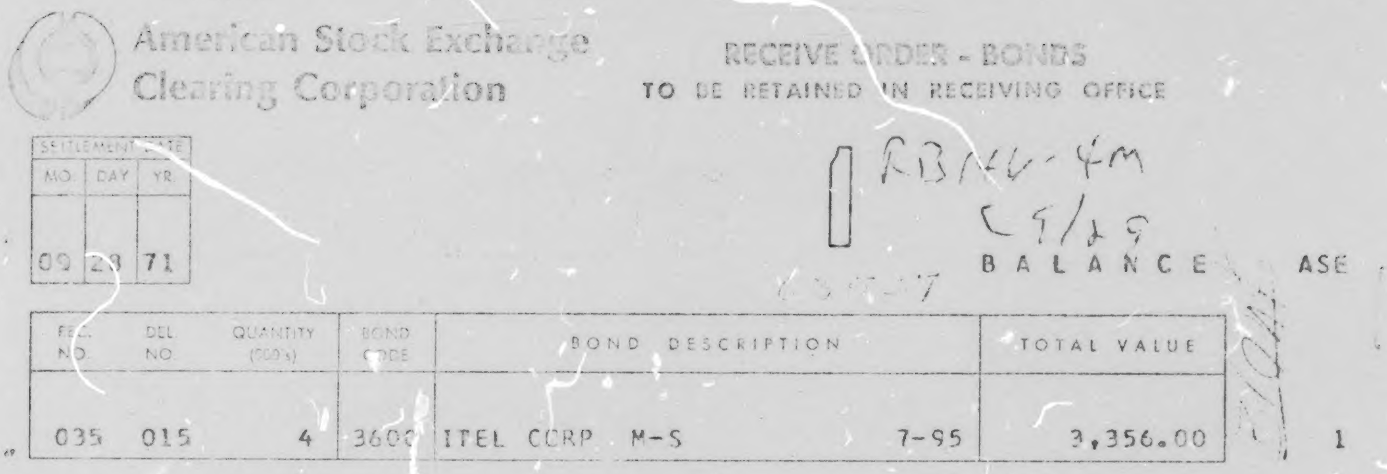
21) 7832 ____________________ 7832
22) 7322 ____________________ 7321
23) 018361 ____________________ 018361
24) 9036270104 ____________________ 9036279104
25) 33333333313 ____________________ 333333333313

Name ______________________ Date ______________________

Proof and Check

Drill II

Original



American Stock Exchange
Clearing Corporation

RECEIVE ORDER - BONDS
TO BE RETAINED IN RECEIVING OFFICE

RB146-4M
C9/29

63573

BALANCE ASE

SETTLEMENT DATE		
MO.	DAY	YR.
09	28	71

REC. NO.	DEL. NO.	QUANTITY (000's)	BOND CODE	BOND DESCRIPTION	TOTAL VALUE
035	015	4	3600	ITEL CORP M-S 7-95	3,356.00

1

Copy

American Stock Exchange
Clearing Corporation

Receive Order-Bonds
To Be Retained in Receiving Office

Settle Data
Mo. Day Yr. B O N D S I RB 146 - 4M
09 22 70

C9 29
63573 Balance

Rec. No.	Del. No.	Quantity (000's)	Bond Code	Bond Description	Total Value
815	035	4	6306	Ital Comp. M-S F-95	3,300.56

DRILL III

NAME ______________________

DATE ______________________

INSTRUCTIONS: If the two names in each pair below are exactly the same place a check mark on the line between them. If they are different, make no mark.

1. Mc Cummings ______________ McCumming
2. J.T.Cook & Sons ______________ J. T. Cook & Son
3. Picture Look ______________ Picture Look
4. Eve Klein ______________ Eve Klien
5. Chase Building______________ Chase Building
6. Jim Fine ______________ Jim Fine
7. L.M.Peace ______________ L. M. Peace
8. Kim's Institute ______________ Kim Institute
9. Save Rug Inc______________ Save Rug Inc
10. Landers' ______________ Lander's

11. Richard Co. ______________ Richard & Co.
12. Linda Lane ______________ Linda Lane
13. Rainmaker ______________ Rainmaker
14. Foote Inc. ______________ Foot Inc.
15. Fred Simons ______________ Fred Simans
16. Newsweek ______________ Newsweek
17. Margolies ______________ Margolie
18. Picture Review ______________ Picture Review
19. Marcus & Freedman ______________ Marcus & Freedman
20. Margan, John ______________ Margan, John

21. Marcar Inc ______________ Marcar Inc
22. Marasciano, Assunta ______________ Maraceano, Assunta
23. Icelandic Airlines ______________ Icelandic Airlines
24. Imperiale Ltd ______________ Imperiale Ltd.
25. Ickowitz & Son ______________ Ichowitz & Son

GO ON TO DRILL IV.

DRILL IV

NAME ______________________________

DATE ______________________________

INSTRUCTIONS: If the two names in each pair below are exactly the same, place a check mark on the line between them. If they are different, make no mark.

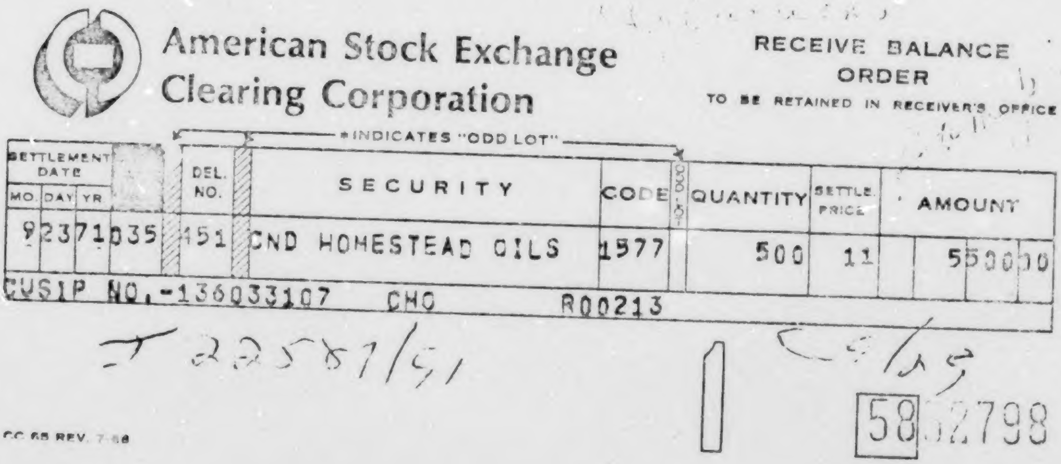
1.	Do-Nut Stick Corp	____________	Do-Nut-Stick Corp
2.	Double Mark Lt'd	____________	Doubele Mark Lt'd
3.	Greenhill Hardware	____________	Greenhil Hardware
4.	Nevens Sales Co.	____________	Nevens Sale Co.
5.	Genl Organztn	____________	Genl Organztn
6.	James Perrone Company	____________	James Perrone Company
7.	Psheitzky	____________	Pshietzky
8.	Peals and John	____________	Peals and John
9.	Inchetta Remains	____________	Incheta Remains
10.	Schweppes Inc.	____________	Schwepes Inc.
11.	F.M. Spinella Co.	____________	F.M. Spinilla Co.
12.	Anna Sprewell	____________	Ann Sprewell
13.	Isidor Wechseblatt	____________	Isidor Wechsiblatt
14.	Lane and Road Corp	____________	Lane and Road Corp
15.	Kaufmann Crafts	____________	Kaufmann Crafts
16.	Burns Detective Agency	____________	Burns Detective Agency
17.	William T.M. Palmer	____________	William T.M. Palmer
18.	DeLucia Funeral Home	____________	Delucia Funeral Home
19.	Betty B.M. Palumbo	____________	Betty B.N. Palumbo
20.	Lessner Lt'd	____________	Lessner Lt'd
21.	Lettieri & Daughters	____________	Letteiri & Daughters
22.	Mel Silverman	____________	Mel Silverman
23.	T.M.B. Pickel	____________	T.M.B. Pickel
24.	Little Front Inc.	____________	Little Front Inc.
25.	John Palmiero & Son -	____________	John Palmeiro & Son

GO ON TO DRILL V.

Name ______________________________ Date ______________________

Drill IV

Directions: Scan and locate the missing information on form #2 using the completed form (Form #1), fill in the missing information. Then answer the questions that follow, writing your answer in the space provided.



American Stock Exchange Clearing Corporation

RECEIVE BALANCE ORDER

TO BE RETAINED IN RECEIVER'S OFFICE

*INDICATES "ODD LOT"

SETTLEMENT DATE				DEL. NO.	SECURITY	CODE	ODD LOT	QUANTITY	SETTLE. PRICE	AMOUNT
MO.	DAY	YR.								
9	23	71	035	151	CND HOMESTEAD OILS	1577		500	11	5500 00

CUSIP NO.-136033107 CHO R00213

J 22581/51

1 C 9/25

58 2798

CC 65 REV. 7-68

#2

American Stock Exchange Clearing Corporation

Receive Balance Order

Settlement Date			Rec. No.	Del. No.	SECURITY	Code	Odd lot	Quantity	Settle Price	AMT.
Mo.	Day	Yr.								
						1577		500		

CUSIP No.		CHO		ROO

58527

Name____Date____________

Drill IV

Scan & Locate

Answer the following questions:

1. What was the settlement price on this order?________________________
2. What is the CUSIP No.?______________________________________
3. What kind of a form is this?____________________________________
4. What is the form number?______________________________________
5. On what date was this order settled?______________________________

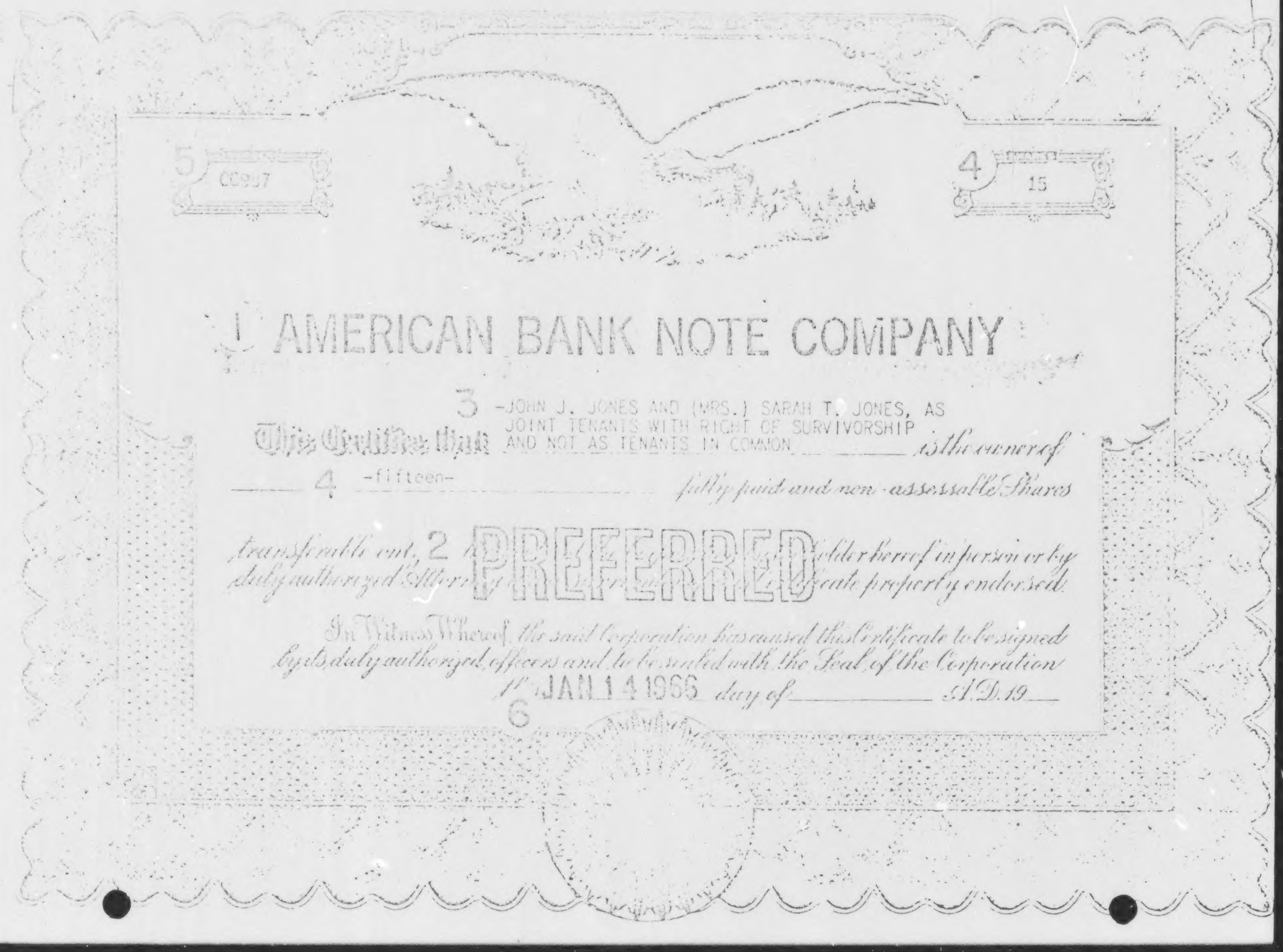
Name ______________________________ Date ______________________

Scan & Locate Drill V

Directions: Using the sample stock certificate, Scan & Locate the information requested in the following questions and write the answers in the space provided.

Questions

1. What kind of stock does this certificate represent? ____________
2. How many shares of stock does this certificate represent? ________
3. Who guaranteed the signatures on this certificate? ____________
4. What is the number of this stock certificate? ________________
5. Who owns the stock? ______________________________
6. On what date was this certificate signed? __________________



Name ______________________________ Date ______________________________

Scan & Locate

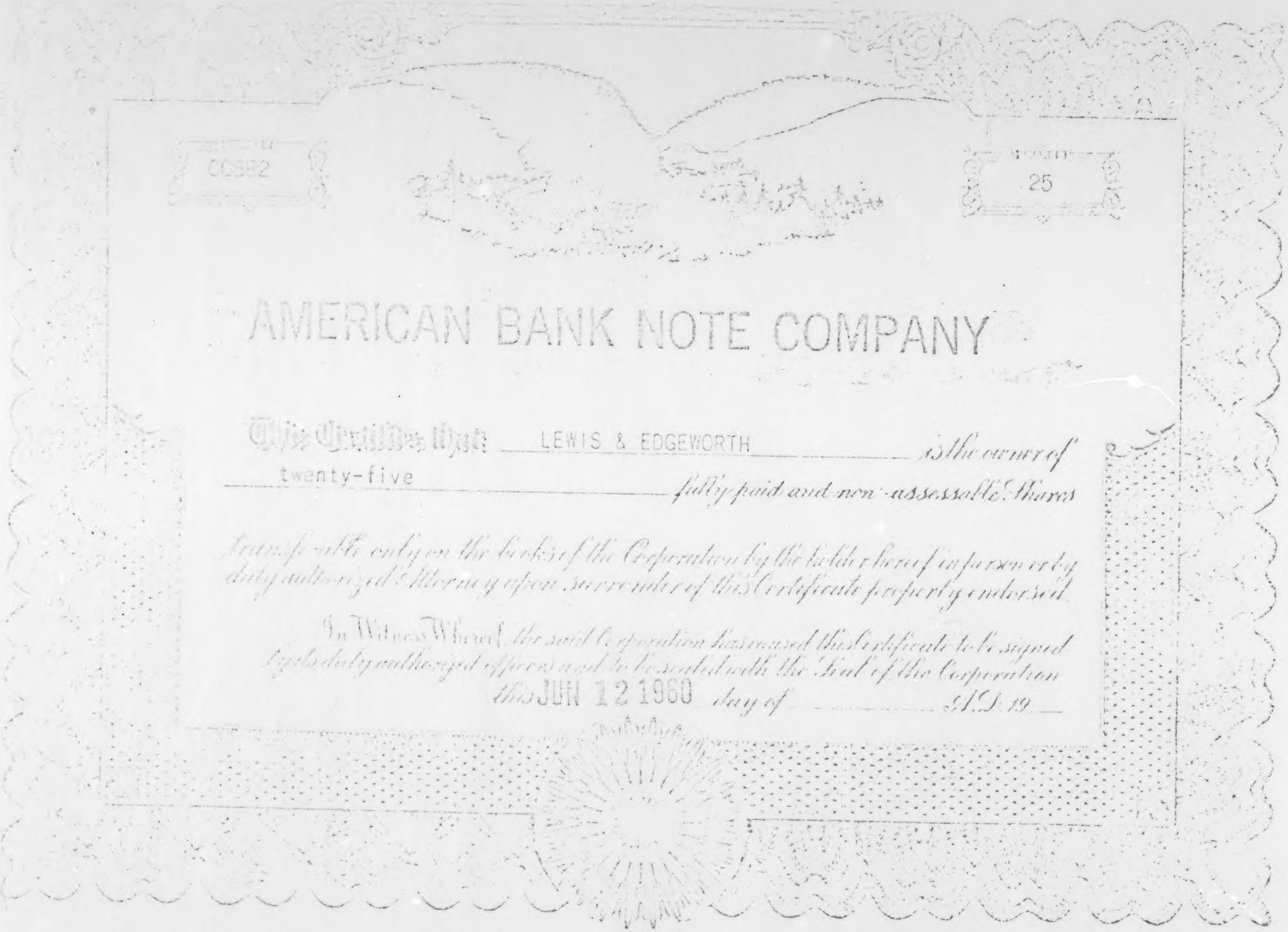
DRILL VI

Instructions: Using the sample Stock Certificate, Scan and Locate the information asked in the following questions and write the answer in the space provided.

Questions:

1. Who owns these shares of stock? ______________________________
2. What is the Attorney's name? ______________________________
3. How many shares of stock does this certificate represent? _____
4. Who was authorized to sign this stock certificate? __________
5. Has the tax that must be paid to New York been paid yet? (If yes, tell how you know it has been paid) ______________________________

   ____



00382

25

AMERICAN BANK NOTE COMPANY

This Certifies that LEWIS & EDGEWORTH is the owner of twenty-five fully paid and non-assessable Shares

transferable only on the books of the Corporation by the holder hereof in person or by duly authorized Attorney upon surrender of this Certificate properly endorsed.

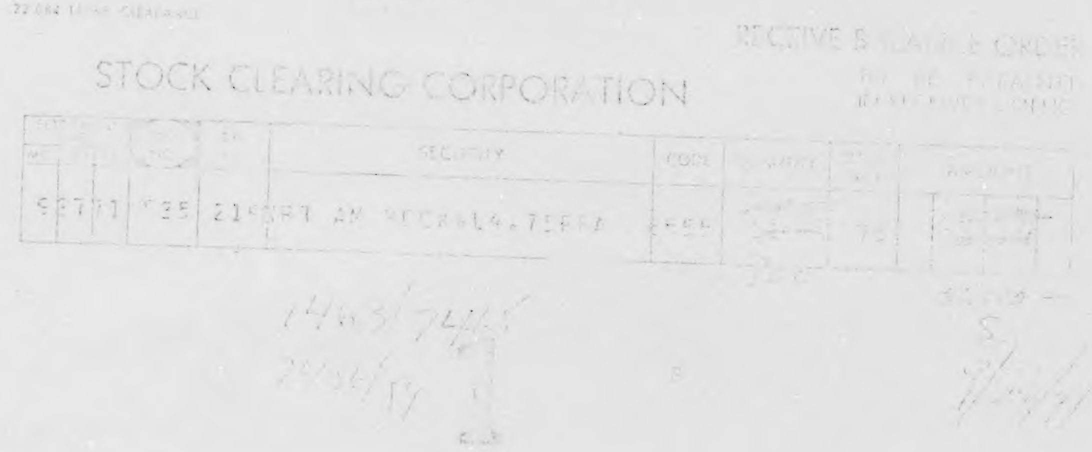
In Witness Whereof, the said Corporation has caused this Certificate to be signed by its duly authorized officers and to be sealed with the Seal of the Corporation this JUN 12 1960 day of ______ A.D. 19__

Name ______________________ Date ______________________

Proof read / Check

Drill 1

Original



STOCK CLEARING CORPORATION

RECEIVE & DELIVER ORDER

SECURITY

CODE

9 27 71 035 21 NRT AM ROCK WL4.75PRA 6655 75

Stock Clearing Corporation

Settlement Date			Rec. No.	Del. No.	Security	Code	Quantity	Settle. Price	Amount
Mo.	Day	Yr.							
27	9	71	035	231	NRT FM Rock wl 4. 75PRA	6655	700	75	25590

S

9/29/'71

7463 7465

746/59

V. SATELLITE ACADEMIES

WRITING SKILLS

WRITING DRILLS

Name ______________________________ Date ____________________

Warm-up Drill

Exercise 1: Write clearly each number below on the blank line to the right of each item.

1. 727-9385 ______________________________
2. 9-2-46 ______________________________
3. $5,260,021 ______________________________
4. 10/24/70 ______________________________
5. 55415 ______________________________
6. 098-2-743104 ______________________________
7. $120.00 ______________________________
8. 78.93 ______________________________

WRITING

7.

Name ______________________ Date ______________________

Warm-up I

Exercise 2: Print clearly each [illegible] the blank line to the right of each item.

1. Dick Patrick ______________________

2. Allied Chemical Corp. ______________________

3. Mitchell-Douglas Industries ______________________

4. David Hernandez ______________________

5. Sunflower Foods ______________________

6. Cooperate Trust Operations ______________________

7. The Fourth of July ______________________

8. Cerebral Palsy Foundation ______________________

9. Timothy Huffman ______________________

10. Tidewater Fuel ______________________

11. Josephine Colon ______________________

12. Sara Moleski ______________________

13. Major Furniture Company ______________________

14. Daniel Figueroa ______________________

EXERCISE 1: Write clearly each number below on the blank line to the right of each item.

1. 727.935 ____________________
2. 9.2.45 ____________________
3. $5,250.41 ____________________
4. 10/24/70 ____________________
5. 95415 ____________________
6. 098-2-743104 ____________________
7. $120.00 ____________________
8. 78.93 ____________________

NAME____________________

EXERCISE 2: Print clearly each name below on the blank line to the right of each item.

1. Frank Pateck ____________________

2. Allied Chemical Corp ____________________

3. Mitchell Douglas, Distributors ____________________

4. Temple University ____________________

5. Sunflower Foods ____________________

6. Corporate Trust Operations ____________________

7. the fourth of July ____________________

8. Cardinal Palmy Foundation ____________________

9. Timothy Hoffman ____________________

10. Tidewater Fall ____________________

11. Josef Katona ____________________

12. Sara Milini ____________________

13. Major Furniture Company ____________________

EXERCISE 3: Print clearly each item below on the blank line to the right.
Note: [illegible] Machine Operators: Read and copy only the numbers in each item.

1. 305 W. 41st Street

2. account #6236

3. loan #48500

4. ~~flight~~ number 184

5. reference number 57403

6. Michigan 52133

7. 2 New York Plaza

8. amount — #2,563.21

9. 601 Central Avenue

10. Case # 987604

11. P.S. 45

12. 2nd territory

13. $.45

VI. SATELLITE ACADEMIES

REFERENCE SKILLS

Name ______________________________ Date ________________

USE OF REFERENCE BOOKS

DRILL I

Instructions: look up each of the following words in the dictionary. On the blank line to the right of each word, write the page number on which the word appears.

1. buy ______
2. sell ______
3. cage ______
4. blotter ______
5. money ______
6. authorization ______
7. signature ______
8. insurance ______
9. premium ______
10. guarantee ______
11. depreciation ______
12. supervisor ______
13. company ______
14. client ______
15. instructions ______
16. typewriter ______
17. payee ______
18. cancelled ______
19. forms ______
20. equipment ______
21. office ______
22. account ______
23. punctual ______
24. notify ______
25. liable ______

Name ______________________ Date ________________

REFERENCE BOOKS

DRILL II

1. principal ____________________
2. broker ____________________
3. records ____________________
4. bond ____________________
5. listing ____________________
6. security ____________________
7. invoice ____________________
8. execution ____________________
9. bill ____________________
10. attorney ____________________
11. stock ____________________
12. bank ____________________
13. share ____________________
14. interest ____________________
15. series ____________________
16. owner ____________________
17. agent ____________________
18. transaction ____________________
19. brokerage ____________________
20. certificate ____________________
21. issue ____________________
22. value ____________________
23. maturity ____________________
24. negotiable ____________________
25. order ____________________

Name ______________________ Date ______________________

[illegible]

[illegible] II

Instructions: Look up each of the following words in the dictionary. On the blank line to the right of each word, divide the word into syllables and write the page number on which the word appears.

1. debug ________
2. input ________
3. account ________
4. insure ________
5. batch ________
6. output ________
7. payee ________
8. amount ________
9. code ________
10. block ________
11. check ________
12. debit ________
13. tape ________
14. fee ________
15. charge ________
16. remittance ________
17. credit ________
18. sender ________
19. receiver ________
20. instructional ________
21. omit ________
22. disregard ________
23. balance ________
24. budget ________
25. file ________

Name ______________________________ Date __________________________

REFERENCE BOOKS

DRILL V

Instructions: Use the attached reference sheet to find the States where the cities below are located. Print the name of the States in which each city is located on the given line.

1. Los Angeles ______________________________
2. Chicago ______________________________
3. St. Louis ______________________________
4. Albuquerque ______________________________
5. Atlanta ______________________________
6. Dallas ______________________________
7. New Orleans ______________________________
8. Boise ______________________________
9. Richmond ______________________________
10. Hartford ______________________________
11. Tucson ______________________________
12. San Francisco ______________________________
13. Trenton ______________________________
14. Providence ______________________________
15. Tallahassee ______________________________
16. St. Paul ______________________________
17. Albany ______________________________
18. Philadelphia ______________________________
19. Salt Lake City ______________________________
20. Syracuse ______________________________

United States Geographical Index

Reference Sheet

Aberdeen -- Washington
Albany -- New York
Albuquerque --New Mexico
Andover -- New Hampshire
Atlanta -- Georgia
Atlantic City -- New Jersey
Baton Rouge -- Louisiana
Battle Creek -- Michigan
Biloxi -- Mississippi
Boise -- Idaho
Boston -- Massachusetts
Cedar Rapids -- Iowa
Charlotte -- North Carolina
Chicago -- Illinois
Cleveland -- Ohio
Dallas -- Texas
Dayton -- Ohio
Denver -- Colorado
Detroit -- Michigan
Harrisburg -- Pennsylvania
Hartford -- Connecticut
Hempstead -- New York
Houston -- Texas
Jackson -- Mississippi
Jacksonville -- Florida
Laramie -- Wyoming
Lansing -- Michigan
Lincoln -- Nebraska
Los Angeles -- California
Las Vegas -- Nevada
McKeesport -- Pennsylvania
Memphis -- Tennessee
Milwaukee -- Wisconsin
Mount Vernon -- New York
New Haven -- Connecticut
New Orleans -- Louisiana
Niagara Falls -- New York
Newport News -- Virginia
Palm Beach -- Florida
Philadelphia -- Pennsylvania
Pittsburgh -- Pennsylvania
Pontiac -- Michigan
Providence -- Rhode Island
Provincetown -- Massachusetts
Quincy -- Massachusetts
Reno -- Nevada
Richmond -- Virginia
Rochester -- New York

Paterson -- New Jersey,

Pittsburgh -- Pennsylvania

[illegible]

Saint Louis -- Missouri

Saint Paul -- Minnesota

Salt Lake City -- Utah

Syracuse -- New York

Tallahassee -- Florida

Tampa -- Florida

Toledo -- Ohio

Trenton -- New Jersey

Tucson -- Arizona

Waterbury -- Vermont

Wheeling -- West Virginia

Worcester -- Massachusetts

[illegible]
[illegible] 15

Instructions: Use the alphabet [illegible] to find the countries [illegible]. Print the name of [illegible] the name of each city.

1. Rosario ____________________
2. Callao ____________________
3. Helsinki ____________________
4. Nairobi ____________________
5. Stavanger ____________________
6. Bilbao ____________________
7. La Paz ____________________
8. Antwerp ____________________
9. Magdalena ____________________
10. Quito ____________________
11. Baghdad ____________________
12. Dusseldorf ____________________
13. Vancouver ____________________
14. Muenchen ____________________
15. Oporto ____________________
16. Halifax ____________________
17. Torino ____________________
18. Yokosuka ____________________
19. Lyon ____________________
20. Rio Grande ____________________

[illegible]	GERMANY
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	SWITZERLAND
[illegible]	DENMARK
[illegible]	ITALY
[illegible]	ITALY
[illegible]	IVORY COAST
[illegible]	INDIA
[illegible]	MEXICO
[illegible]	GHANA
[illegible]	TURKEY
ABABA.	ETHIOPIA
[illegible]	ADEN
[illegible]	AUSTRALIA
[illegible]	GUAM
[illegible]	FRANCE
[illegible] - TURKEY	INDIA
[illegible]	ICELAND
[illegible]	SPAIN
[illegible]	SPAIN
[illegible]	SYRIA
SSANDRIA.	ITALY
[illegible]	U.A.R.
[illegible]	ITALY
[illegible]	(SEE ALGIERS)
ERS.	ALGERIA
BAR	SAUDI ARABIA
MAAR.	NETHERLANDS
EPPEY	INDIA
[illegible]	BELGIUM
ENA	GERMANY
ONA	GERMANY
ATO	ECUADOR
ERST.	NOVA SCOTIA
AN.	HASHEMITE KINGDOM OF JORDAN
L	IRAN
TERDAM.	NETHERLANDS
ORAGE.	ALASKA
[illegible]	ITALY
LUSIA.	SOUTH AFRICA
ERRA LA VELLA	ANDORRA
ERS	FRANCE
A DO HEROISMO.	AZORES
[illegible]	TURKEY
[illegible]	BELGIUM
ACH.	GERMANY
ERP.	(SEE ANTWERP)
ERS	BELGIUM
[illegible]	IRAN
DE	ITALY
NDAL.	NORWAY
IPO	PERU
A.	COLOMBIA
EM	NETHERLANDS
[illegible]	ITALY
SA.	SWITZERLAND
AS.	FRANCE
BA.	N.W.I.

[illegible]	[illegible]
ASUNCION	PARAGUAY
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
AUGSBURG	GERMANY
BAD KREUZNACH	GERMANY
BADEN BADEN	GERMANY
BAGHDAD	IRAQ
BAHRAIN	BAHRAIN ISLANDS
BALBOA	PANAMA
BALFOUR	SOUTH AFRI
BAMBERG	GERMANY
BANGALORE	INDIA
BANGKOK	THAILAND
BANGUI	CENTRAL AFRICAN R.
BARAHONA	DOMINICAN
BARI	ITALY
BARODA	INDIA
BARCELONA	SPAIN
BARCELONA	VENEZUELA
BARRANQUILLA	COLOMBIA
BASEL	SWITZERLAN
BASRA	IRAQ
BEIRA	MOZAMBIQUE
BEIRUT (BEYROUTH)	LEBANON
BELEM (PARA)	BRAZIL
BELFAST	IRELAND
BELGRADE	(SEE BEOGR
BELLO	COLOMBIA
BELLO MONTE (CARACAS)	VENEZUELA
BELLANO	ITALY
BELO HORIZONTE	BRAZIL
BENGHAZI	LIBYA
BENIAJAN	SPAIN
BEOGRADE	YUGOSLAVIA
BERGAMO	ITALY
BERGEN	NORWAY
BERLIN	GERMANY
BERN	SWITZERLAN
BIELEFELD	GERMANY
BIELLA	ITALY
BIEL	SWITZERLAN
BIENNE	SWITZERLAN
BILBAO	SPAIN
BINNINGEN	SWITZERLAN
BIRKENFELD	GERMANY
BIRMINGHAM	ENGLAND
BISKRA	ALGERIA
BOCHUM	GERMANY
BOGOTA	COLOMBIA
BOLOGNE	ITALY
BOLZANO	ITALY
BOMBAY	INDIA
BONN	GERMANY

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	CURITIBA	BRAZIL
[illegible]	[illegible]	DACCA	E. PAKISTAN
[illegible]	[illegible]	DAKAR	SENEGAL
[illegible]	[illegible]	DAMASCUS	SYRIA
[illegible]	ENGLAND	DAMMAM	SAUDI ARAB
[illegible]	[illegible]	DAR ES-SALAAM	TANGANYIKA
[illegible]	[illegible]	DARMSTADT	GERMANY
S[illegible]SS.	ARGENTINA	DAVID	PANAMA
	TURKEY	DELHI	INDIA
[illegible]	ITALY	DEN HAAG	NETHERLANDS
		DETMOLD	GERMANY
	SPAIN	DEVENTER	NETHERLANDS
ARI.	U.A.R.	DHAHRAN DAMMAN	ARABIA
	U.A.R.	DHARWAR	INDIA
BOZO	VENEZUELA	DJAKARTA	INDONESIA
S	FRANCE	DJEDDAH	SAUDI ARABI
UTTA	INDIA	DJIBOUTI	FRENCH SOMALILAND
	COLOMBIA		
AO.	PERU	DOHA-ZUATAR	ZUATAR
AGUEY	CUBA	DORDRECHT	NETHERLANDS
AY.	INDIA	DORTMUND	GERMANY
ROUN.	MAYASIA	DOUALA	CAMEROON
I	ITALY	DRACHTEN	NETHERLANDS
CAS	VENEZUELA	DRAMMEN	NORWAY
ALLO.	SPAIN	DRESDEN	GERMANY
IFF (N.S.W.)	ENGLAND	DUALA	CAMEROON
LANCA.	MOROCCO	DUBAIS	TRUCIAL STA
ROS	ARGENTINA	DUBLIN	IRELAND
NIA	ITALY	DUISBURG	GERMANY
	PHILIPPINES	DUNDEE	SOUTH AFRIC
SSE	SWITZERLAND	DURBAN	
LEROS	BELGIUM	DUREN	GERMANY
LAYO.	PERU	DUSSELDORF	GERMANY
SSO	SWITZERLAND		
OS	GREECE	EBINGEN	GERMANY
HUAHUA	CHIH-MEXICO	EDINBURGH	SCOTLAND
TTAGONG.	PAKISTAN	EINDHOVEN	NETHERLANDS
ISTCHURCH.	NEW ZEALAND	ENSCHEDE	NETHERLANDS
ISTIANIA	SOUTH AFRICA	ERBA	ITALY
R.	SWITZERLAND	ERLANGEN	GERMANY
DAD BOLIVAR.	VENEZUELA	ESMERALDAS	ECUADOR
SES.	FRANCE	ESSEN	GERMANY
RG.	GERMANY	ESSLINGEN	GERMANY
MBRA	PORTUGAL		
HIN.	INDIA	FARO	PORTUGAL
RE	(SEE CHUR)	FELDKIRCH	AUSTRIA
OGNE	(SEE KOELN)	FIRENZE-FLORENCE	ITALY
OMBO	CEYLON	FLEURIER	SWITZERLAN
ON	PANAMA	FORTALEZA CEARA	BRAZIL
O	ITALY	FRANKFURT	GERMANY
A	REP.OF GUINEA	FREIBURG	GERMANY
NHAGEN.	DENMARK	FRIBOURG	SWITZERLAN
DOBA	ARGENTINA	FUNCHAL	MADEIRA
FU	GREECE	FURTH	GERMANY
TRAI.	BELGIUM		

[illegible]	TURKEY
[illegible]	[illegible]
[illegible]	GERMANY
[illegible]	[illegible]
[illegible]	SWITZERLAND
[illegible]	ITALY
[illegible]	[illegible]
[illegible]	SPAIN
[illegible]	GERMANY
[illegible]	SCOTLAND
[illegible]	BELGIAN CONGO
[illegible]	GERMANY
[illegible]	GERMANY
[illegible]	SWEDEN
[illegible]	SWEDEN
[illegible]	GERMANY
[illegible]	NETHERLANDS
[illegible]	FRANCE
[illegible] GRAVENHAGE	NETHERLANDS
[illegible]	SWITZERLAND
GRENOBLE	FRANCE
[illegible]	NETHERLANDS
GUADALAJARA	MEXICO
GUATEMALA	GUATEMALA
GUAYMAS	SONORA
HAARLEM	NETHERLANDS
HABANA	(SEE HAVANA)
HADAR HACARMEL	ISRAEL
HAGEN	GERMANY
HAGUE	(SEE GRAVENHAGE)
HAIFA	ISRAEL
HALIFAX	NOVA SCOTIA
HALLEFORS	SWEDEN
HALMSTAD	SWEDEN
HALSINGBORG	SWEDEN
HAMBURG	GERMANY
HAMBURG ALTONA	GERMANY
HANNOVER	GERMANY
HANOI	VIET-NAM
HASSELT	BELGIUM
HAVANA	CUBA
HATO-REY	PUERTO RICO
HAVRE	BELGIUM
HECHINGEN	GERMANY
HEIDELBERG	GERMANY
HEILBRONN	GERMANY
HELSINGFORS	(SEE HELSINKI)
HELSINKI	FINLAND
HERISAU	SWITZERLAND
HERMOSILLO	MEXICO
HERNE	GERMANY
HERNING	DENMARK
HILVERSUM	NETHERLANDS
HOCHST	GERMANY
HIERSEN,S	DENMARK
HOF	GERMANY
HONG KONG	HONG KONG
HONOLULU	HAWAIIAN IS.
[illegible]	INDIA
[illegible]	JAPAN
IDAR, OBERSTEIN	GERMANY
ILO	PERU
[illegible]	[illegible]
IQUIQUE	CHILE
IQUITOS	PERU
ISERLOHN	GERMANY
ISKENDERUN	TURKEY
ISTANBUL	TURKEY
ITEA	GREECE
IZMIR	TURKEY
JACMEL	HAITI
JAFFA	ISRAEL
JAIPUR	INDIA
JALAPA	MEXICO
JATIVA	SPAIN
JEDDAH	SAUDI ARABIA
JERUSALEM	ISRAEL
JOHANNESBURG	S. AFRI
KABUL	AFGHANIS
KARACHI	PAKISTA
KARLSRUHE	GERMANY
KASSEL	GERMANY
KHARTOUM	SUDAN
KIEL	GERMANY
KJOBENHAVEN	DENMARK
KLAGENFURT	AUSTRIA
KOBE	JAPAN
KOBLENZ	GERMANY
KOELN	GERMANY
KONSTANZ	GERMANY
KOWLOON	HONG KO
KREFELD	GERMANY
KRISTIANSUND	NORWAY
KUALA LUMPUR	MALASIA
KUWAIT	KUWAIT
LA CEIBA	HONDURA
LA CORUNA	SPAIN
LA PLATA	ARGENTI
LE HAYE	NETHERL
LARANCA	CYPRUS
LAS PALMAS	CANARY ISLANDS
LA LOUVIERE	BELGIUM
LA PAZ	BOLIVIA
LAGOS	NIGERIA
LAGUNA	BRAZIL
LAHORE	PAKISTA
LAKHIMPUR	INDIA
LAMPHON	THAILAN
LANDAU	GERMANY
LANGENBURG	GERMANY
LANGENTHAL	SWITZER
LAS PIEDRAS	URUGUAY

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	FRANCE	MANAGUA	NICARAGUA
[illegible]	ITALY	MANAMA	BAHRAIN
[illegible]	[illegible]	MANDALAY	[illegible]
[illegible]	[illegible]	[illegible]	BRAZIL
LEGNANO	ITALY	MANGALORE	INDIA
LEIDEN	NETHERLANDS	MANILA	PHILIPPINES
LEIPZIG	GERMANY	MANIZALES	COLOMBIA
LEON	NICARAGUA	MANNHEIM	GERMANY
LEOPOLDVILLE	CONGO	MANTA	ECUADOR
LIBREVILLE	GABON	MARACAIBO	VENEZUELA
LIECHTENSTEIN	LIECHTENSTEIN	MARACAY	VENEZUELA
LIEGE	BELGIUM	MARIANAO	CUBA
LIESTAL	SWITZERLAND	MARRAKECH	MOROCCO
LILLE	FRANCE	MARSEILLE	FRANCE
LIMA	PERU	MASCARA	ALGERIA
LIMASSOL	CYPRUS	MBARARA	UGANDA
LIMOGES	FRANCE	MECCA	SAUDI ARAB
LIMON	COSTA RICA	MATAMOROS	MEXICO
LINDENBERG	GERMANY	MEDELLEN	COLOMBIA
LINZ-DONAU	AUSTRIA	MEDINA	SAUDI ARAB
LIPPSTADT	GERMANY	MELBOURNE	AUSTRALIA
LISBON	PORTUGAL	MERCEDES	ARGENTINA
LISSE	NETHERLANDS	MERIDA	MEXICO
LIVERPOOL	ENGLAND	MERSIN	ARGENTINA
LIVRAG.	ITALY	MESONES	MEXICO
LJUBLJANA	YUGOSLAVIA	MESSINA	ITALY
LO	BELGIUM	METTMANN	GERMANY
LOCARNO	SWITZERLAND	METZ	FRANCE
LOGRONO	SPAIN	MEXICALL	MEXICO
LONINGEN	GERMANY	MEXICO D.F.	MEXICO
LOURDES	FRANCE	MILANO	ITALY
LOURENCO MARQUES	MOZAMBIQUE	MIRAFLORES	PERU
LOUVAIN	BELGIUM	MODENA	ITALY
LOUVIERS	FRANCE	MOERS	GERMANY
LUANDA	ANGOLA	MOGADISCIO	SOMALIA
LUEBECK	GERMANY	MOMBASSA	KENYA
LUCCA	ITALY	MONROVIA	LIBERIA
LUCERNE	SWITZERLAND	MONS	BELGIUM
LUEDENSCHEID	GERMANY	MONTE CARLO	MONACO
LUDWIGSHAFEN	GERMANY	MONTERREY	MEXICO
LUGANO	SWITZERLAND	MONTEVIDEO	URUGUAY
LUMEZZANE	ITALY	MONTREAL	CANADA
LUXEMBOURG	LUXEMBOURG	MONTREAUX	SWITZERLA
LYON	FRANCE	MONZA	ITALY
		MOSCOW	U.S.S.R.
MACAO	CHINA	MOSUL	IRAQ
MACEDONIA	GREECE	MUELHEIM	GERMANY
MACON	FRANCE	MULHOUSE	FRANCE
MADRAS	INDIA	MUENCHEN	GERMANY
MADRID	SPAIN	MOEN,GLADBACH	GERMANY
MADURA	INDIA	MUNICH	GERMANY
MADURERIA	BRAZIL	MUENSTER	GERMANY

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[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	ITALY	[illegible]	[illegible]
[illegible]	[illegible]	PORT SAID	[illegible]
[illegible]	FRANCE	PORTO	[illegible]
[illegible]	SWITZERLAND	[illegible]	[illegible]
[illegible]	GERMANY	[illegible]	[illegible]
[illegible]	GERMANY	[illegible]	[illegible]
...AL.	INDIA	[illegible]	[illegible]
[illegible]	FRANCE	PUERTO LA CRUZ	VENEZUELA
...A.	CYPRUS	PUERTO DE [illegible]	[illegible]
...ERS	NETHERLANDS	PUNTA ARENAS	CHILE
[illegible]	FRANCE		
[illegible]	ITALY	QUEBEC	CANADA
[illegible]	YUGOSLAVIA	QUEENSTOWN	NEW ZEALAND
...ING.	GERMANY	QUEPOS	COSTA RICA
[illegible]	(SEE [illegible])	QUITO	ECUADOR
...ENS [illegible]	GERMANY	RABAT	MOROCCO
...HOVEN	GERMANY	RAIPUR	INDIA
[illegible]	GERMANY	RANDERS	DENMARK
[illegible]	OKINAWA	RANGOON	BURMA
...ANCE.	GERMANY	RAPPERSWIL	SWITZERLAND
[illegible]	SWITZERLAND	[illegible]	GERMANY
[illegible]	BRAZIL	[illegible]	GERMANY
[illegible]	NETHERLANDS	RECIFE (PERNAMBUCO)	BRAZIL
[illegible]	NETHERLANDS	[illegible]	FRANCE
[illegible]	GERMANY	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
...STAD	[illegible]	[illegible]	GERMANY
[illegible]	FRANCE	[illegible]	SPAIN
[illegible]	JAPAN	[illegible]	GERMANY
[illegible]	NORWAY	...JAVIK	ICELAND
[illegible]	NETHERLANDS	RIJEKA	YUGOSLAVIA
[illegible]	BELGIUM	RIO DE JANEIRO	BRAZIL
...SUND.	SWEDEN	RIO GRANDE	BRAZIL
[illegible]	FRANCE	ROMA	ITALY
		ROTA	SPAIN
...MA.	ITALY	ROTTERDAM	NETHERLANDS
...MA DE MALLORCA.	SPAIN	ROUEN	FRANCE
...MA	REP. OF PANAMA	ROULERS	BELGIUM
...Y	PHILIPPINES	ROSARIO	ARGENTINA
...ARIBO	SURINAM N.G.		
[illegible]	FRANCE	SAARBRUCKEN	GERMANY
[illegible]	ITALY	SAIDA	LEBANON
...AY CITY	PHILLIPPINES	SAIGON	VIETNAM
[illegible]	COLOMBIA	ST. DENIS	REUNION ISL
[illegible]	MALAYSIA	ST. GALL	SWITZERLAND
...CA-CO	COLOMBIA	ST. PAULEN (HAUTE LO.)	FRANCE
...UGIA.	ITALY	SALISBURY	RHODESIA
...ARO	ITALY	SALZBURG	AUSTRIA
...CARA.	ITALY	SALVADOR	BRAZIL
...ORZHEIM.	GERMANY	SAMSUN	TURKEY

SAN ANDRES.	ISLA COLOMBIA
SAN BAUTISTA.	URUGUAY
SAN CRISTOBAL	VENEZUELA
SAN JOSE.	COSTA RICA
SAN JUAN.	PUERTO RICO
SAN MIGUEL.	EL SALVADOR
SAN PEDRO SULA.	HONDURAS
SAN SEBASTIAN	SPAIN
SAN SALVADOR.	EL SALVADOR
SAN VICENTE	COLOMBIA
SANTA CRUZ.	BRAZIL
SANTE FE.	ARGENTINA
SANTA LUCIA	CUBA
SANTA LUCIA	URUGUAY
SANTIAGO.	CHILE
SANTIAGO DE LOS CABALLEROS	DOMINICAN REP.
SANTOS.	BRAZIL
SANTURCE.	PUERTO RICO
SAO PAULO	BRAZIL
SAN SALVADOR (BAHIA). . . .	BRAZIL
SARAJEVO.	YUGOSLAVIA
SARI.	IRAN
SARREBRUCK.	(SEE SAARBRUECKEN)
SAUMUR.	FRANCE
SAVONA.	ITALY
SCHAFFHAUSEN.	SWITZERLAND
SCHWABACH	GERMANY
SCHWENNINGEN.	GERMANY
SENS.	FRANCE
SERRA ALTA.	BRAZIL
SEVILLA	COLOMBIA
SEVILLA	SPAIN
SFAX.	TUNISIA
SHARJAH	TRUCIAL STATES
SIEGEN.	GERMANY
SIENA	ITALY
SINGAPORE	MALAYSIA
SINGEN.	GERMANY
SIRACUSA.	ITALY
SKOPLJE	YUGOSLAVIA
SOCORRO	BRAZIL
SOCORRO	COLOMBIA
SOFIA	BULGARIA
SOLINGEN.	GERMANY
SOLEURE	(SEE SOLOTHURN)
SOLINGEN-OHLIG.	GERMANY
SOLOTHURN	SWITZERLAND
SPA	BELGIUM
SPEZIA.	ITALY
SPLUT	YUGOSLAVIA
SRINAGAR.	KASHMIR
STAMSUND.	NORWAY
STAVANGER	NORWAY
STOCKHOLM	SWEDEN
STRASBOURG.	FRANCE
STROMSUND	SWEDEN
STUTTGART	GERMANY
SUCRE	BOLIVIA
SUNDSVALL	SWEDEN
SYDNEY.	AUSTRALIA

TACNA.	PERU
TALCA.	CHILE
TAMPICO.	MEXICO
TANANARIVE	MALAGASY
TANGIER.	MOROCCO
TANGER	(SEE TANGI
TANNEFORS.	SWEDEN
TAPACHULA.	MEXICO
TARRAGONA.	SPAIN
TEGUCIGALPA.	HONDURAS
TEHERAN.	IRAN
TEL-AVIV	ISRAEL
TELA	HONDURAS
TETUAN	MOROCCO
THIERS	FRANCE
TIJUANA.	MEXICO
TIRANO	ITALY
TIRLEMONT.	BELGIUM
TOCAIMA.	COLOMBIA
TOKYO.	JAPAN
TONSBERG	NORWAY
TORINO	ITALY
TORONTO.	CANADA
TORREON.	MEXICO
TOULOUSE	FRANCE
TOURCOING.	FRANCE
TERMONDE	BELGIUM
TOURNAI.	BELGIUM
TRENTO	ITALY
TREVISO.	ITALY
TRIESTE.	ITALY
TRINIDAD	B.W.I.
TRIPOLI.	LEBANON
TRIPOLI.	LIBYA
TRIPOLI.	TRIPOLITA
TRIPOLIS	GREECE
TRIVANDRUM	INDIA
TRONDHEIM.	NORWAY
TRUJILLO	PERU
TRUJILLO	VENEZUELA
TUBINGEN	GERMANY
TULUA.	COLOMBIA
TUMACO	COLOMBIA
TUNIS.	TUNISIA
TUNIA.	COLOMBIA
TURIN.	(SEE TORI
TUTTLINGEN	GERMANY
TUTUILA.	AMERICAN
TYRE	LEBANON
TUNJA.	COLOMBIA
UBEDA.	SPAIN
UDEN	NETHERLAN
UDINE.	ITALY
ULM.	GERMANY
ULSTED	DENMARK
URBINA	ITALY
ULSTER	SWITZERLA
UTIEL.	SPAIN
UTRECHT.	NETHERLAN
UTRERA	SPAIN

SUMBURA.	RUANDA URUNDI
ADUZ	LIECHTENSTEIN
ALENCIA.	SPAIN
ALENCIA.	VENEZUELA
NZA	ITALY
LERA.	VENEZUELA
ALPARAISO.	CHILE
ANCOUVER (B.C.).	CANADA
ARESE.	ITALY
ASCO DA GAMA	INDIA
ELBERT	GERMANY
ELEZ	COLOMBIA
ENEZIA	ITALY
ENLE	NETHERLANDS
ERACRUZ.	MEXICO
ERDEN.	GERMANY
ERONA.	ITALY
VERVIERS.	BELGIUM
EVEY	SWITZERLAND
ICENZA	ITALY
VIENNA.	(SEE WIEN)
ILLINGEN	GERMANY
VLAARDINGEN	NETHERLANDS
VLISSINGEN.	NETHERLANDS
ITORIA	BRAZIL
ARSAW.	(SEE WARSZAWA)
ARSZAWA.	POLAND
ARTENBERG.	GERMANY
EDEN	GERMANY
EINFELDEN.	SWITZERLAND
EINHEIM.	GERMANY
ELS.	AUSTRIA
ELLINGTON.	NEW ZEALAND
ERTHEIM.	GERMANY
IEN.	AUSTRIA
IESBADEN	GERMANY
ILLEMSTAD.	CURACAO, N.W.I.
INNIPEG.	CANADA
INTERTHUR.	SWITZERLAND
ITTEN.	GERMANY
ORMS	GERMANY
UPPERTAL-BARMEN.	GERMANY
UPPERTAL-ELBERFELD	GERMANY
UERZBURG	GERMANY
AURE	BELGIUM
ADENSWIL	SWITZERLAND
ABA.	NIGERIA
YOKOHAMA.	JAPAN
OKOSUKA.	JAPAN
ENI-CAMI. ISTANBUL	TURKEY
ESHIDA	JAPAN
YPRES	BELGIUM
ZAANDAM	NETHERLANDS
ZAGREB.	YUGOSLAVIA
ALT-BOMMEL	NETHERLANDS
AMORA.	SPAIN

ZANZIBAR.	ZANZIBAR
ZETTEN.	NETHERLANDS
ZURICH.	SWITZERLAND
ZOFINGEN.	SWITZERLAND

Name ______________________ Date ____________________

Arrange the following list of dates in chronological order from youngest to the oldest.

3/13/71
7/13/71
7/27/71
6/29/70
9/20/71
8/15/68
11/4/69
5/14/70
6/16/70
7/30/68
12/31/70
1/23/71
3/15/67
7/22/71
9/30/70
12/25/67
1/3/64
3/13/69
5/21/70
10/29/73

VII. SATELLITE ACADEMIES

ZIP CODE SKILLS

Zip Code

Drill VI

.Instructions. Look up each of the following addresses according to the cities and find the Zip Code for each address and write it on the blank line.

1. New England Telephone and Telegraph Co.
   185 Franklin Street
   Boston, Mass. ____________________

2. Southern New England Telephone Co.
   227 Church Street
   New Haven, Conn. ____________________

3. New Jersey Bell Telephone Co.
   540 Broad Street
   Newark, New Jersey ____________________

4. Western Electric
   7350 N. Broadway
   Denver, Col. ____________________

5. Chesapeake and Potomac Telephone Co.
   1710 H Street N.W.
   Washington, D. C. ____________________

6. Pacific Northwest Bell Telephone Co.
   821 Second Avenue
   Seattle, Washington ____________________

7. Southwestern Bell Telephone Co.
   1010 Pine Street
   St. Louis, Mo. ____________________

8. Northwestern Bell Telephone Co.
   100 South 19 Street
   Omaha, Neb. ____________________

9. Western Electric
   1 California Street
   San Francisco, California ____________

10. Western Electric
    225 Schilling Circle
    Cockeyeville, Md. ____________________

11. Western Electric
    3535 Executive Boulevard
    Mesquite, Texas ____________________

VIII. SATELLITE ACADEMIES SCHEDULE

"World of Work."

WORLD OF WORK SCHEDULE
2 New York Plaza

All Chase Manhattan Bank students
Re: Work Attitudes and Behavior

TOPICS

- I. Getting along with employers and supervisors.
  - A. Expectations of employers and supervisors (including accountability, responsibility)
    - Students' feelings about these expectations.
    - What student behavior should be in relation to these expectations and why.
  - B. Handling communication with employers and supervisors - how to handle situations in which there is friction.
- II. Grooming and Behavior in the Office.

SESSIONS

1. Getting along with employers and supervisors. Part I.
   - Suggested breakdown:
   - Responsibility (accountability and punctuality) as case studies of employer expectations, and of communication problems.
     - Are these reasonable expectations?
     - How should you behave toward these expectations?
       - What if these expectations conflict with personal needs?
       - With your responsibilities in other areas?
     - If your employer seems unfairly on your back about this, or just unnecessarily unpleasant, how should you handle this?
2. Getting along with employers and supervisors. Part II.
   - Could be devoted to other company expectations.
3. Grooming and behavior in the office.

SCHEDULE

	Phase 2			Phase 3		
	Date	Time	Students	Date	Time	Students
1.	Fri. 12/3	11-12	Reg. Track, broken into 2 gps. Gp. 1 - 12 Gp. 2 - 13	Fri. 12/17	11-12	Gp. 1 - 10 Gp. 2 - 9-10 Reg. Track
	Mon. 11/29	11-12	Typ. Track CIP - 10 BS - 10	Th. 12/16	11-12	OS - 7 Reg. Track

WORLD OF WORK SCHEDULE
2 New York Plaza

Chase Manhattan Bank Students
Owner Securities Services

	Wed. 12/1	11-12		IS, Gp. 2	- 14			
	Th. 12/2	11-12		IS, Gp. 1	- 14			
2.	Fri. 12/3	2:30-3:15	Reg.	Track Gp. 1 Gp. 2	 - 12 - 13	Fri. 12/17	2:30-3:15	Gp. 1 - 13 Gp. 2 - 14 Reg. Track
	Tues. 11/30	11-12	Typ.	Track CIP BS	 - 10 - 10	Mon. 12/13	11-12	IS, Gp. 1 - 14 IS, Gp. 2 - 14
3.	Fri. 12/3	3:15-4:00	Reg.	Track Gp. 1 Gp. 2	 - 12 - 13	Fri. 12/17	3:15-4:00	Gp. 1 - 13 Gp. 2 - 14 Reg. Track
	Wed. 12/1	11-12	Typ.	BS	- 10	Tues. 12/14	11-12	

STUDENTS: Phase 2 - November 22-29 7
Phase 3 - December 6-17 7 (Later, with addition of candidates selected from Typing Track, 11.)

SESSIONS

1. Introduction to stocks and bonds. 1 hour

2. Stocks, bonds, and the stock exchange. 1 hour
   Review of previous session.
   Film from N.Y. Stock Exchange, probably: "What Makes Us Tick." 12 min.
   Review of film.

3. Work of the Owner Securities Group. 1 hour
   How it fits with work of bank in general
   Brief description of what Owner Securities Group does. 10-15 min.
   Filmstrip: "Bank Services." 20 min.
   Review of filmstrip and discussion of relation to Owner Securities work. 25-30 min.

4. The Bank. 1 hour
   Second part of filmstrip: "The Chase Manhattan Store," with running explanation and discussion of unfamiliar terms.

WORLD OF WORK SCHEDULE   2 New York Plaza   Chase Manhattan Bank students
Banking Services, Deposit Services,
and Computer Information Processing

Phase 2 - Nov. 22-29		Phase 3 - Dec. 6 - 17
8 (Reg. Track)	Banking Services	8 (Reg. Track) 10 (Typing Track)
10 (Reg. Track)	Deposit Services	10 (Reg. Track)
1 ? (Reg. Track)	Computer Info., roc.	1-2? (Reg. Track) 10 (Typ. Track)
18-19		39-40

SESSIONS

1. What a Bank does.   45 minutes - 1 hour.
   Filmstrip: (Bank Services."   20 min.
   Review of filmstrip.   20-30

2. Checks. (For Deposit Services and Banking Services only.) 1 hour;
   "Face of a Check."   Programmed instruction from Prep Center.   30 min.
   "Types of Checks."   15 min;

3. Computers.   45 minutes.
   Filmstrip: "The Computer and Your Division." 12 min.
   Review of Filmstrip.   20-30 min.

4. Check Processing. (For Deposit Services and Banking Services only.) 30-40 min.
   Filmstrip: "Check Processing."   10-15 min.
   Review of filmstrip.   20-25 min.

5. What the Group does (For Computer Info. Processing only.)   30-40 min.

6. The Bank   1 hour.
   Second part of filmstrip: "The Chase Manhattan Story,"
   with running explanation and discussion of unfamiliar terms.

SCHEDULE

	Phase 2			Phase 3		
	Date	Time	Students	Date	Time	Students
1.	Mon. 11/29	11-12	18-19	Mon. 12/13	11-12	39-40 (should be 2 groups of 20 ea)
2.	Tues. 11/30	11-12	18	Tues. 12/14	11-12	28 (perhaps split into 2 groups)
3.	Wed. 12/2	11-12	18-19	Wed. 12/15	11-12	39-40 (suggest 2 groups)
4.	Thurs. 12/2	11-12	18	Thurs. 12/16	11-12	28 (perhaps 2 groups)
5.				Thurs. 12/16	11-12	11-12
6.	Fri. 12/3	4:05 - 5:00	25-26 (18-19 from BS, DS, CIP + 7 from Owner Securities)	Fri. 12/17	4:05-5.00	39-40 (perhaps 2 groups)

WORLD OF WORK SCHEDULE - 2 New York Plaza

Chase Manhattan Bank students
Issues Securities Handling Group

28 students, all in special typing track. All jobs in Issuer Securities involve considerable typing. Students will be assigned on basis of performance in vestibule typing training. Therefore all 28 have status of candidates.

SESSIONS

1. Introduction to stocks and bonds. 1 hour

2. Stocks, bonds and the stock exchange. 1 hour
   Review of previous session.
   Film from N.Y. Stock Exchange, probably "What Makes Us Tic 12 min.
   Review of film.

3. Visit to the Stock Exchange, if possible followed by visit to nearby brokerage office ½ day - 2½ hours.

4. The work of the Issuer Securities Group. 1 hour.
   Talk: what bank has to do with securities and why; (brief) what dividion does in particular.
   Tour: around Issuer Securities area.

5. How the work of Issuer Securities fits into the larger 45 min. - 1 hour.

   (Picture at the Bank)

   Film strip "Bank Services." 20 min.; Discuss. of relation to Issuer Securities. 25-30 min.

6. The Bank. 1 hour
   Second Part of filmstrip: "The Chase Manhattan Story," with running explanation and discussion of unfamiliar terms.

SCHEDULE

	Phase 2			Phase 3		
	Date	Time	Students	Date	Time	Students
1.	Mon. 11/29	11-12	Group 1 -14 (½ of stdts.)			
	Wed. 12/1	11-12	Group 2 - 14			
2.	Tues. 11/30	11-12	Group 1			
	Th. 12/2	11-12	Group 2			
3.	Fri. 12/3	2:30-5:00	Suggest split into 2 groups - both scheduled together because no other ½ - day available.			
				Wed. 12/15	11-12	Suggest 2 groups if possible, for intimate intro to dept. + manageable grp. tour. If 2 leaders are not available, suggest canceling Session 6,

running 2nd gp for Sess. 4 on Thurs., 2 gp for 5 together on Fri. GP. will now be 24 stdts.

WORLD OF WORK SCHEDULE

2 New York Plaza

P[illegible] November 22 - 29　　　　Phase 3 - December 6 - 17

Regular Track

Chase Manhattan

Banking Services	8
Deposit Services	10
Computer Information Processing	1 - 2 ?
Owner Securities	7
Total	26 - 27

Special Typing Track

Chase Manhattan
(Same students both phases)

Banking Services	Same
Computer Information Processing	"
Issuer Securities Candidates	"
TOTAL	"

WORLD OF WORK SCHEDULE
2 New York Plaza

Chase Manhattan Bank Students
Issuer Securities

SCHEDULE

	Phase 2			Phase 3		
	Date	Time	Students	Date	Time	Students
1.	Mon. Nov. 29	11-12	7	Mon. Dec. 13	11-12	7
2.	Tues. Nov. 30	11-12	7	Tues. Dec. 14	11-12	7
3.	Wed. Dec. 1	11-12	7	Wed. Dec. 15	11-12	11
4.	Th. Dec. 2	11-12	7	Fri. Dec. 17	11-12	11

(Should be held along with 24 students from Issuer Securities - total of 35, split into 2 groups of 17 and 18 each. This way only 2 groups instead of 3 will be needed. There is a possibility, though, that Issuer Securities will not have time available for this session, in which case it should be held separately for the Owner Securities students.)

(Owner Securities students could be scheduled for this session along with other students at 4:05-5:00, but this would be difficult for them since they have nothing else scheduled all Friday afternoon.)

Candidates from typing track will have been assigned to positions by this time.

5.				Th. 12/16	11-12	As in Session 4, 24 students. 2 groups if possible.
6.				Fri. 12/17	11-12	As in Sessions 4 and 5, 24.

(This session should be held along

with the 11 students from Owner Securities, for a total of 35. The group should probably be split into 2, of 17 and 18 each. If session has to be canceled for Issuer Securities students because of Session 4 contingencies, it should be held for Owner Securities students alone.)

A CURRICULUM PROPOSAL: INDIVIDUALIZED READING AND LANGUAGE ARTS PROGRAM

> Every man who knows how to read
> has it in his power to magnify
> himself, to multiply the ways in
> which he exists, to make his life
> full, significant and interesting.
>
> -- Aldous Huxley

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Overview of the Program

The writers of this curriculum support substantially the position that the needs, interests and purposes of learners must be central in designing a curriculum, and the choice and organization of learning experiences should grow out of home, school, community life, and on the job.

In proposing a curriculum design, we see the need to focus on the "individualized method" of teaching. Individualized teaching, as defined by Veatch involved the following:

> It is a method devised to meet individual differences.
> Its major feature is that students themselves select their own reading materials.
> It allows students to read at their own rate.
> It permits teachers to work almost entirely with individuals.
> It combines the best elements of recreational reading and one-to-one skill teaching.
> It does away with groups based upon ability. When groups are organized, they are only temporary for a specific purpose.

In the individualized program, skill instruction occurs when the student needs the particular skill. It is necessary for the teacher to be aware of the different reading skills and the level at which the need for them will develop so that she will not fail to teach the reading skills when the students need them.

The writers of this proposal conclude that learning to read is individualized to the extent that the student makes his own selection of reading materials, with teacher guidance, when necessary: he starts where he is; progresses at his own rate, has instruction according to his developmental and remedial needs: and is involved with the teacher in the evaluation of his progress.

In this curriculum, we propose to include the full range of language arts activities. In addition to basic reading skills and simple appreciation, we plan to provide for the study of literature through individualized and small group programs which would include thematic units, genre units, literary period units and units based on single authors or on a single work of literature. Those are intended to be electives chosen by students to either supplement basic reading or in lieu of basic reading for advanced students.

Although the writing curriculum is broken down into specific skills and objectives, we intend it to be an integral part of the other on-going language arts activities.

Objectives

A. Reading and Literature

1. achievement of minimum competency for readers presently below grade level; 8.0 level required for N.Y.C. diploma; ability to comprehend adult newspapers, magazines and books
2. accomplishment of a quantity of reading, not necessarily quality, particularly for students with reading deficiencies
3. achievement of advanced comprehension and analytic abilities with mature literature for advanced and college-bound students, to better prepare them for their roles as adults, and where it applies, to prepare them to succeed in college
4. to develop a "compelling interest" in reading for all students to learn to enjoy books and seek out varied reading experiences
5. to develop ability in making use of the acquired ideas to clarify one's understanding, in acquiring rational attitudes, and in solving personal and group problems

B. Writing

1. ability to write in a clear, understandable, reasonably organized fashion for practical purposes (e. g. letters, "real life" reports requirements of the traditional educational system)
2. ability to write creatively as a pleasurable means of self-expression
3. ability to see the relationship between spoken language, personal writing and the printed word (for students with serious reading problems)
4. accomplishment of quantity writing, particularly fulfilled in keeping a journal
5. accomplishment of quality writing from everyday experiences and training.

C. Group Experiences

1. to expand upon peer group communication, particularly encouraging interchanges on topics the students don't normally discuss in social situations
2. to initiate varying forms of research, independent of direct adult intervention
3. to move students to "outside world" in order to make school more a part of "real life"
4. to initiate ability in a problem-solving approach to learning based on formulation of refined questions and knowing how to go about searching for their answers

C.
Description of the Program

Instructional Aspects

The role of the teacher will be predominately as a sensitive resource person. As Leland Jacobs has effectively said, "individualized reading starts not with procedures but with a creative, perceptive teacher - one who believes that students want to learn; who thinks with students rather than for them; who basically respects individual behavior of every student; who works with students in orderly but not rigid ways."

The reading program proposes to utilize a wide range of instructional materials, such as:

a. programmed materials in book or kit form
b. self-directed materials in book or kit form
c. system of auto-instructional machines consisting of tachistoscopes, controlled readers, pacers, overhead projectors, language masters, reading accelerators, record players and type recorders.
d. a wide variety of paperback books
e. teacher-made materials

The reading program proposes to shift its goals and materials to meet the needs of the students. We propose to instruct students representing wide grade level ranges. We also propose to use diversified media to instruct students. We propose to constantly seek to improve our diagnostic, placement and evaluation procedure as they apply to each individual student.

Record Keeping

Records will be kept on each student involved in the reading program. Data recorded in the folders will come from many different sources: e. g.

Written tests/Oral tests
Assignments given and completed
Reading matter chosen and read by the student on his own
Samples of creative writing

Personal interviews
Interest inventories
Evidences of changing attitudes
Recommendations from other teachers and parents

Students will also keep their own record: as, for instance, a simple graph of performance to some specific skill. Some will keep notebooks, work lists, vocabulary lists and other individual materials.

Evaluation

The writers of this curriculum propose that evaluation should be made in a variety of ways. Essentially, the types will be according to (1) test results; (2) some measure of the number of books read and the variety of types of books read; and (3) some measure of attitudes of the students toward the reading program and toward reading itself.

Standardized tests and teacher-made tests will be used for evaluating the program. The standardized test results will be used in a variety of ways. One way will be to measure the progress of the class as compared with test norms to determine how much progress was made. Another way will be to determine the strengths and weaknesses of students in a given skills area.

The second method of evaluation, and one which is objective enough as one measure, but which must not be used alone as the criterion for determining the success of the program, is the number of books read by the students. Quantity alone is not the measure of success, although it is hoped that mere numbers of books read will be some indication of ability to read and interest in reading.

In addition to the number of books read, another evaluating factor will be diversity of the reading of the students.

Our third method of evaluation deals with attitudes. Such attitudes must be measured informally, but with care. Questionnaires will be prepared which measure the attitudes of students toward the reading program.

The designers of this proposal recognize that the intangibles which indicate success of the program cannot adequately be measured. They can only be noted, but they too have great value. There will be certain gains that the teacher cannot help observing; freedom of choice and joy that accompanies it; release from the stigma of the group label; a relaxed attitude toward reading; the pleasure of making reading a live dynamic activity; more time for reading for purposes that reading can serve; a change of emphasis from competition with the group to competition with one's self.

D. SKILLS SEQUENCES

Note: The following is an outline of the skills and objectives for reading, writing and literature instruction recommended for this program. It should be understood that many of these skills should be taught in relation to each other. It should also be understood that the skills do not have to be taught in the order listed nor do all skills have to be taught to all students. Each teacher will focus on the skills as the needs of the students exist.

The skills are categorized into three different levels. They are:

Level I -- Elementary School (reading level)

Level II -- Junior High School (reading level)

Level III -- Senior High School (reading level)

1. Reading Sequence of Skills
2. Writing Curriculum
3. Literature

1. READING --

1. WORD RECOGNITION SKILLS I, II, III

The student learns to:
A. Recognize words on sight
B. Use word attack techniques
    1. use configuration clues
    2. use contextual clues
    3. use word analysis clues
    4. use structural analysis clues

II. COMPREHENSION SKILLS I, II, III

The student learns how to:
A. Select the main idea; select & organize important ideas of the passage
B. Assimilate and evaluate ideas
C. Make inferences: "reading between the lines"
D. Compare relationships; judge cause & effect; abstract generalizations from specifics
E. Point out details in the passage
F. Make judgments and anticipate outcomes
G. Follow sequence of steps or events
H. Read and follow directions; carry through a series of directions

I. WORD RECOGNITION SKILLS

1. Hargrave & Armstrong: Building Reading Skills (Level I, II)
2. Ostrofsky & Dolch: My Puzzle Book (Level I)
3. Krane: Phonics is Fun (Level I)
4. Bushman: Language in Your Life (Level II)
5. Marksheffel: Spelling for High School
6. Mersand: Spelling Your Way to Success (Lev.III)
7. Hegge, et al: Remedial Reading Drills (Lev. I)
8. Feldman & Merrill: Ways to Read Words (Lev. I)
9. " " More Ways to Read Words (I)
10. " " Learning about Words (Lev.II)

II. COMPREHENSION SKILLS

1. Smith: Faster Reading Made Easy (Lev.I,II,III)
2. Smith: Be a Better Reader (Lev. I, II, III)
3. Allen & Sack: Reading Comprehension (Lev. I, II, III)
4. " " 100 Passages in Reading Comprehension (Lev. II, III)
5. Stone & Groover: Practice Readers
6. Harcourt & Brace: Design for Good Reading (Lev. II, III)
7. Poquet: Developing Reading Skills
8. Hargrove & Armstrong: Building Reading Skills (Lev. I, II, III)
9. Coleman & Jungeblut: Reading for Meaning
10. Sherbourne: Toward Reading Comprehension (Level II, III)
11. Laidlaw: Developing Reading Skills Books (Level I & II)
12. Lippincott: Reading for Meaning(Lev. I,II,III)
13. Merrill: Modern Reading Skill Texts
14. Scholastic Book Service:
    Jobs in Your Future (Lev.I)
    Dimensions (Lev.I)
    Scope Magazines (Lev. I, II, III)
    Spotlight Reading 3 (Level III)
    Trackdown Lang. Skills (Lev III)

Skills and Objectives Level Materials

III. WORK-STUDY SKILLS

The student learns to:

A. Use all the parts of books efficiently
   1. preface or introduction
   2. title page
   3. index
   4. table of contents
   5. appendix-glossary
   6. chapter and unit headings
   7. paragraph headings

B. Use dictionaries to
   1. locate words
   2. interpret definitions
   3. relate derived forms to base words
   4. choose definitions that fit the context
   5. locate synonyms and antonyms

C. Understand the meanings of special notations
   1. abbreviations
   2. italics
   3. symbols

D. Interpret maps, graphs, diagrams and tables

E. Locate library materials

F. Classify information as an aid to recall

G. Skim for specific information

H. Adjust rate of reading to purposes

I. Use his knowledge of alphabetical order to locate information

J. Knowledge of propaganda devices to use in approaching mass media

(Comprehension Skills continued)

15. Goodman: Crossroads Student Activity Books
16. College Entrance Book Co.: Study Guide for the Verbal Section of the SAT (Level III)
17. Van Zandt: Patterns for Reading (Level III)
18. paperback books -- varied selection (all Levels)
19. newspapers
20. magazines -- varied selection
21. teacher-made materials

III. WORK-STUDY SKILLS

1. Wakefield: Basic Dictionary Skills (Lev. I)
2. Barnes & Burgdorf: Study Skills for Informational Retrieval (Lev. I)
3. Christ: Modern English in Action, L2
4. Mac Leish: The Dictionary and Usage (Lev. III)
5. Smith & Michalan: How to Read Your Newspaper (Levels II, III)
6. Smith: Be a Better Reader (Lev. I, II, III)

Skills and Objectives	Levels	Materials
IV. APPRECIATION SKILLS The student develops appreciation for: A. Prose B. Poetry C. Fiction D. Non-fiction E. Newspapers F. Magazines The students learn to: A. Understand the emotional tone of the passage B. Recognize the beauty of words and phrases C. Identify with persons or problems in the story D. Interpret figurative language E. Distinguish between fact and fancy	I, II, III	IV. APPRECIATION SKILLS 1. paperback books -- wide variety 2. teacher-made materials 3. newspapers 4. magazines 5. pamphlets 6. variety of anthologies 7. Gallagher: Springboards: Viewpoints in Fiction/Reading Program
V. READING IN SUBJECT MATTER FIELDS A. Social Studies B. Mathematics C. Science D. Literature E. Commercial The student learns to: A. Understand vocabulary relative to each student subject matter field B. Apply reading techniques used in subject matter fields	II, III	V. READING IN SUBJECT MATTER FIELDS 1. Smith: Be a Better Reader (Lev.I.II.III) 2. Reader's Digest: Science Readers (Lev. I & II) 3. EDL: Study Skills for Social Studies (Lev. II & III) 4. EDL: Study Skills for Science (Lev. II & III) 5. EDL: Study Skills for Reference (Lev.II, III)
VI. ORAL READING SKILLS The student learns to: A. Prepare materials carefully before presenting them to others B. Group natural thought units C. Interpret punctuation marks orally D. Understand the importance of voice control to express tone or mood E. Develop good enunciation and pronunciation; using good oral speech patterns	I, II, III	VI. ORAL READING SKILLS 1. Poems selected by students 2. Plays selected by students 3. Excerpts from favority paperback books and anthologies 4. Tape Recordings: recording and listening to self and peers on tap

2 WRITING CURRICULUM

2. WRITING CURRICULUM

Skills and Objectives	Level of Emphasis	Materials	Level of Emphasis	Activities
A. MECHANICS OF WRITING		A. MECHANICS OF WRITING		A. MECHANICS OF WRITING (all categories) 1. Business letters 2. Job applications 3. [illegible] biography for college applications 4. essays 5. individual study reports 6. research papers 7. workbook practice in individual skills 8. journals 9. conference with teachers
1. Sentence Structure		1. Sentence Structure		
a. recognition and avoidance of run-ons	I	a. Christ. *Modern Eng. in Action*	II,III	
b. recognition and avoidance of fragments	I,II	b. Fleming: Composition Models & Ex.	II,III	
c. ability to write with varied sentence structures	III	c. Fournier: *Thinking and Writing Series*	II,III	
d. ability to write with varied sentence patterns	III	d. Heider. *The Rhetoric of Sentences*	III	
		e. Martin: *The Five-Hundred Word Theme*	III	
		f. Treanor: *Oral & Written Composition*	I	
2. Punctuation & Capitalization		2. Punctuation & Capitalization		
a. correct use of capitals in all incidents	I	a. Christ, op.cit.	II, III	
b. correct use of 3 and punctuations of sentence	I	b. Bushman: *Language in Your Life*	I, II	
c. correct use of comma	all			
d. correct use of apostrophe	I			
e. correct use of quotation marks	II			
f. correct use of colon and semi-colon	III			
g. correct use of parenthesis	III			

Skills and Objectives	Level of Emphasis	Materials	Level of Emphasis	Activities
3. Grammar		3 Grammar		
a. recognition and correction of errors of agreement bet. subject and verb	all	a. Bushman, op cit.	I,II	
		b. Christ, op cit.	II, III	
		c. Fleming, op cit.	II, III	
b. recognition and correction of errors of agreement bet. pronoun and antecedent	II,III	d. Herber & Nolte: Learning Your Language.	I, II	
c. recognition and avoidance of double negatives	I	e. Charry: Word Puzzles and Mysteries	I, II	
d. recognition & correction of errors in use of parallel structure				
e. ability to distinguish betw. adverb and adjective when used incorrectly	II, III			
f. ability to use adjectives and adverbs to enhance writing	II,III			
g. ability to distinguish between objective and subjective pronoun	all			
h. ability to distinguish between comparative and superlative degrees & use correctly	all			
4. Proofreading		4. Proofreading		
a. ability to recognize proofreading symbols	I	a. Martin, op. cit.	III	
b. ability to revise own writing	II,III	b. Meredith: Writing in Action	III	
c. ability to recognize errors in others' writing and to revise the errors	II,III	c. teacher-made exercises	I, II	
5. Spelling and Word Usage		5. Spelling and Word Usage		
a. increased sophistication of words chosen in writing by knowing how to spell them	all	a. Christ, op. cit.	II, III	
b. ability to use dictionary to check spellings		b. Wheeler: Adventures with Words	III	
		c. Roget's Thesaurus	all	
		d. dictionaries	all	

Skills and Objectives	Level of Emphasis	Materials	Level of Emphasis	Activities
5 c. increase sophistication of words chosen in writing by learning meanings of new words needed for self-expression	all			
d. ability to use Thesaurus as writing aid	all			
B. Organization		B. Organization (all categories)		B. Organization (all categories)
1. ability to recognize when a new paragraph should begin and to break down own writing into appropriate paragraphs	I,II	1. Barnes: Study Skills for Information Retrieval	I	1. writing outlines
2. ability to write and recognize coherent topic sentences	I,II	2. Fleming, op.cit.	II,III	2. paragraph writing exercises
3. ability to choose appropriate supporting details for topic sentence	II,III	3. Fournier, op cit.	II,III	3. essays
4. ability to recognize and avoid irrelevant sentences	II,III	4. Martin, op. cit.	III	4. reports
5. ability to organize entire paper in logical, coherent order:		5. Meredith, op. cit.	III	5. research papers
a. use of chronological order for a series of events	I	6. Moore: The Research Paper	III	6. presentation of "how-to" materials in individual interest areas
b. ability to write concise summary	I	7. Stegner: The Effective Theme	III	
c. in stories, ability to order events to build up to climax	III	8. Treanor, op. cit.	I	
d. ability to organize through cause and effect relations	III	9. teacher-made assignments		
e. ability to organize writing based on general principles by moving from specific to general or vice versa	II,III			
f. where order is not important, ability to outline and apply outline	II,III			

Writing cont.

Skills and Objectives	Level of Emphasis	Materials	Level of Emphasis	Activities
C. STYLE		C. Style		C. Style
1. ability to write with varied and interesting sentence structure	III	1. Altick: Diction & Style in Writing	III	1. essays
2. ability to use descriptive words and phrases to enhance writing	all	2. Christ, op.cit.	II,III	2. original short stories
3. ability to replace vague expressions with more specific ones	II,III	3. Fleming,op. cit.	II,III	3. reports
4. ability to avoid ineffective repetitions and replace them with different wordings	III	4. Fournier, op.cit.	II,III	4. research papers
5. ability to avoid and/or replace inappropriate or ineffective colloquialisms	III	5. Heider, op. cit.	III	5. practice exercises in specific skills
6. ability to avoid and/or replace cliches	III	6. Stageberg: Readings on Semantics	III	6. comparison and study of style in noted authors
7. ability to avoid and/or correct wordiness	III	7. teacher made assignments		
8. ability to use sentence and paragraph transitions	III			
D. CREATIVITY IN WRITING (uncorrected writing)		D. CREATIVEITY IN WRITING		D. CREATIVITY
1. ability to express one's feelings and emotions through writing		1. teacher-made assignments		1. friendly letters
2. ability to respond to various types of assignments with a fresh individual approach		2. student-made assignments		2. journal
3. ability to interpret various types of assignments in unique ways		3. journals		3. writing in response to photographs or printings
4. ability to experiment with self-expression in a variety of genres: a. autobiographical & diary form b. short stories c. essays d. poems e. plays		4. Dunn: Visuals into Words	II, III	4. writing in response to music
		5. Goodman: Crossroads	II, III	5. writing in response to literature
		6. Leavitt: The Writer's Eye	III	6. writing fiction
		7. Fournier, op. cit	II, III	7. writing poems
		8. Meredith, op. cit.	II, III	8. writing for peer group publications

3. LITERATURE

OBJECTIVES (cont)

E. NON-FICTION
students approach non-fiction through
1. distinguishing between biography and autobiography
2. explaining characterizations of real characters
3. identifying subjective approaches that affect the portrayal of historical and contemporary figures
4. researching sources and prejudices of author to verify material presented as fact
5. explaining factual and how-to accounts in own words
6. inferring conclusions from facts presented
7. identifying author's attitude toward subject matter
8. identifying or explaining author's style

F. POETRY
students approach poetry through:
1. familiarization with a variety of forms, e.g.
   a. narrative
   b. ballad
   c. lyric
   d. humorous forms
   e. lyrics to popular music
2. knowledge of effect of figures of speech and poetic devices on total effect and meaning of poem (e.g. symbolism, metaphor, simile, personification: alliteration, rhyme, onomatopoeia, etc.)
3. recognizing and analyzing effect of words and phrases with multiple associations
4. recognizing the rhythmic pattern and its effect on the total experience of the poem
5. understanding, basically, what the poem is talking about -- the theme, emotion, description or story
6. responding to favorite selections personally, subjectively emotionally

G. DRAMA
students approach drama through:
1. identifying forces in conflict -- literal and symbolic
2. identifying resolution of conflict -- literal and symbolic
3. identifying the setting
   a. explaining its importance to the total play
   b. explaining how it reinforces the theme
   c. explaining how it contributes to the mood

MATERIALS (cont)

E. NON-FICTION
1. Drobkin: Designs for Reading: Non-Fiction Prose
2. Adams: Afro-American Literature: Non-Fiction
3. readings in Section A
4. many non-fiction selections included in list of paperback books--see appendix

F. POETRY

1. Reid & Ciardi: Poetry: A Closer Look
2. Marshall-Myers: Designs for Reading: Poems
3. Lougee: Five Modern American Poets
4. Knickerbocker: Writing About Poetry
5. Adoff: City in All Directions
6. Adoff: I Am the Darker Brother
7. Weisman: Black Poetry for All Americans
8. readings in anthologies -- see Section A
9. listings of paperback collections -- see appendix

G. DRAMA
1. Greene: The One-Act Play: A Lab for Drama
2. Lambert: The Range of Literature: Drama
3. selections in anthologies -- see Section A
4. selections in paperback book collection-see Appendix

H. SAMPLE MINI ELECTIVE UNITS FOR 2 -- 4 WEEK LITERATURE STUDIES

----Genre Units
1. The Plays of LeRoi Jones (or Tennessee Williams or Ibsen or.....)
2. Contemporary Drama
3. Elizabethan Drama
4. Drama of Social Consciousness

(continued on next page)

3. LITERATURE

Method Notes: Students should be reading many works of literature through the paperback book program. They should be encouraged, but not forced, to "taste" types and forms of literature which they would not normally read. Advanced students should be encouraged to read and analyze more mature works of literature. It is our intention to emphasize literary analysis through individualized assignments or "mini" elective units, but small seminars would be organized where several students have mutual interests. It should be understood that we do not expect all students to master all the tools of literary analysis, but we do expect them to experiment with a variety of forms.

OBJECTIVES

Students approach literature through

A. Familiarizing themselves with a variety of literary forms
B. Enjoyment of a variety of literary forms.
C. Thematic analysis -- ability to compare and analyze different authors using different forms, for thematic discussions

D. FICTION - SHORT STORIES AND NOVELS
Students approach fiction through:
1. identifying main characters
    a. identifying emotions of main characters
    b. recognizing personality traits
    c. recognizing motivating forces behind actions
    d. identifying author's method of character revelation
2. analyzing and understanding inferred morals or values
3. identifying the theme
4. identifying the plot
5. identifying significant details
6. understanding of sensory images and descriptions
7. analyzing the effect of the setting
8. identifying the point of view and its effect on the story
9. identifying central or important conflicts
10. identifying symbols and recognizing their relevance to the total work
11. responding on a personal, subjective level to favorite works

MATERIALS

A. Materials for all categories. These [illegible] anthologies include all genres
1. [illegible]: [illegible]
2. [illegible]: [illegible]
3. Goodman: Crossroads Series (anthology)
4. Green: Another Eye (anth)
5. Kendricks: Afro-American Voices (anth)
6. Murray & Thomas: [illegible] (anth)
7. Murray & Thomas: [illegible] (anth)
8. Hutchinson: Mixed Bag, Artifacts from the Contemporary Culture (anth.)
9. Wells: From Black Africa (anth)
10. Bodine: Voices of [illegible] (anth)
11.
12.
13.

D. FICTION
1. Discussions of the Novel
2. Millet & Throckmorton: How to Read the Short Story
3. Adams: Afro-American Literature-Fiction
4. readings in Section A
5. many novels and short story selections included in list of paperback books --see appendix

OBJECTIVES
(Drama cont.)

4. identifying the main characters
    a. identifying the individual personality traits
    b. explaining how the character is developed
    c. understanding motives through dialogue
    d. understanding relationships between characters through dialogue
5. identifying symbols, understanding their meanings, and explaining their relevance to whole plays
6. identifying methods of humor in comedy
7. identifying tragic elements in tragedies
8. describing development of theme
9. identifying the climax
10. researching social and political significance of certain dramas
11. understanding the relevance of stage directions to theme and action

MATERIALS
(Genre Units cont.)

5. Contemporary Poetry
6. Poetry of World War I
7. Didactic Poetry
8. Victorian Poetry
9. The Romantic Poets
10. Important Themes in Verse [illegible]
11. A Sampling of Narrative Poetry
12. Traditional Ballads
13. Contemporary Folk and Rock Lyrics
14. The Social Novel
15. Gothic Novel
16. 19th Century Fiction
17. Multi-Ethnic Short Stories
18. The Form of the Short Story

Thematic Units
1. The Literature of World War I
2. Anti-War Literature
3. Black Literature
4. Latin American Literature
5. Women's Liberation in Poetry and Prose
6. Science Fiction: Other Worlds
7. Science Fiction: The Future of Planet Earth
8. Parapsychology in Fiction and Non-Fiction
9. The Human Mind: Psychology in Literature
10. Youth in Modern America
11. Sex and the Teen-Ager: [illegible]
12. Life Styles: The Literature of [illegible]
13. Journalism: Backgrounds, [illegible]
14. Violence in America
15. The American Indian: Readings in History, Fiction and Indian Mythology
16. The Bible as Literature
17. Literature of the Far East

F. APPENDIX

1. Initial Selection of Paperback Books
2. Readily Available Films

E. SAMPLE EXPERIMENTAL APPROACH TO INDIVIDUALIZED READING AND LANGUAGE ARTS USING A PAPERBACK BOOK PROGRAM.

Reference: Fader, Daniel and McNeil, Elton: Hooked on Books: Program and Proof, Berkeley, 1968.

Submitted by: Robin Shaikur
For: Lincoln Hospital Satellite Academy

I. General Observations

We propose to institute a full experimental program in one academy, which would be used only as a supplementary alternative in the other two academies. The substance of this program would be in paperback books, newspapers and magazines. By providing a wide variety of these materials, the reading program would be inherently individualized, each student would be reading what he or she chose to read. Finding materials to accommodate all reading levels and interests is not difficult: the students would program themselves to a great degree, by choosing materials they could read or that they found so exciting, that they would struggle through them.

The philosophy behind this is "Deweyian" -- one learns something by doing it, not by pouring over an instruction sheet. Most of our students already know how to "decode" the language and simply need books which they feel are worth decoding. To satisfy apprehensions, however, the proposed program would include comprehension and skills exercises as outlined in the previous sections.

II. Reading

The difficulty with most reading programs is that they fail to be relevant to all students. "Relevant" and "high interest" materials presented in the same old way fail to excite youngsters. The books may be relevant, but the experience of them is not. For this reason, the reading "laboratory" should be saturated with a wide variety of materials -- particularly newspapers, magazines and paperback books. These materials are the result of commercial ventures -- they are made to be sold and the publishers' profit depends upon their being bought. Just as they survive on the open market, the materials survive in the classroom. The student becomes a consumer and "buys" them, too. Furthermore, these materials bring the outside world into the classroom in the easiest way possible.

1. Newspapers -- Nothing is as relevant, as up-to-date and as varied as the daily newspaper. Newspapers are welcomed by students because they "communicate a sense of vitality and immediate excitement unequaled by any other public writing of our time." (Fader). Enough daily papers should be purchased for the largest number of students in any class. These would be available to students during any free time. They may be used for research. They can be used for research. They can be used for group or class discussions and for brief studies of approaches to mass media.

2. Magazines -- Because of the wide variety of magazines, students have an opportunity to read about their immediate, personal interests, from car mechanics, to clothes and hairstyles, to literature. Weekly purchases are proposed in preference to subscriptions, in order to purchase a wider variety to meet changing interests and needs of the students. These would be used for individual reading, research and group projects. Group discussions on specific articles may take place, to exchange ideas and to encourage students to explore magazines with which they are unfamiliar.

3. Paperback Books -- Paperback books, in addition to being made attractively, now afford reading in an endless variety of subjects and titles. They have a "hip pocket" mobility and can easily become personal possessions of the students. (Fader). Ideally, the books would be arranged in a book store format so students could browse and "buy" books. The books would be borrowed for home use -- this would be especially important for providing a carry-over during the week the student is at work.

On the whole, the selected books should be adult reading, for, as Fader states, the reader does not have to understand every word to comprehend what he is reading, if he is involved with the book: "the threshhold of understanding -- of meaningful interaction -- is surprisingly low." (Fader, 66). Most adjusted reading material is lifeless and choosing materials on the same level of the student's ability allows no opportunity for improvement. "Semiliterate readers do not need semiliterate books. The simplistic language of much of the life-leaked literature inflicted upon the average school child is not justifiable . . . However one classifies the child, he is immeasurably better off with books that are too difficut for him than books that are too simple." (Fader, 66-67).

Students with the most serious reading handicaps should be encouraged to read anything, including cartoon books, if it helps build their confidence. More advanced readers, however, should be encouraged and guided in choosing challenging and sophisticated books.

Initial selection of books is based on 3 major sources: (a) Fader's list of 1,000 books that were the most chosen and read out of some 10,000 titles offered to his adolescent students; (b) Books for You, an annotated bibliography of suggested readings for high school students compiled by the National Council of Teachers of English; (c) books that seem to be of interest to students based on personal experience with adolescents. Later selections should come from students, either in terms of specific titles or in terms of books that relate to expressed interests.

The proposed selection keeps in mind the fact that the majority of our students are female. Typical teen-age romance stories and self-improvement books relating to appearance and socialization have proven very popular with female adolescents. In Fader's group, action stories, including science fiction, were the most popular category of books. Surprisingly, language improvement books were much sought after. Facts of life books, and book with "sex" in the title, and manuals on love, marriage and family were very popular. Powerful ethnically-oriented books were also widely read in Fader's group. This information also guided the initial selection.

The availability of paperback dictionaries is important to this proposal because they permit a great sense of independence in approaching adult reading materials.

4. Other Materials

a. anthologies - - To round out the available materials and to provide for studies in literature, good anthologies and literature texts are proposed. For the more advanced student, these will widen the available materials and provide some experience with those materials being emphasized in more traditional high school programs. For anyone who is unsure of what he wants to read, the anthologies provide a "smorgasbord" through which he or she may explore a variety of topics and genres. For the slower reader, the brevity of the stories and articles would be used to provide reading experiences with immediate gratification, and for building confidence in ability to read. Furthermore, some of the anthologies have comprehension questions or workbooks which would ease the teacher's load of home-made materials.

b. skill building -- Several skills work-books and kits are proposed, to be used in a supplementary fashion in the experimental program. Skills approaches and materials are outlined in previous sections. Teacher-made materials directly related to what a student is reading would also be provided. Advanced students should be provided with practice materials aimed at analysis rather than basic comprehension. Often, comprehension would simply be checked through casual raps about books and articles.

c. audio-visual -- Films, recordings and trips should be used to enrich student experience. These motivate discussion, reading and writing, in addition to providing additional experiences with the "outside" world.

III Writing Activities

The writing, like the reading, encourages quantity on the same theory -- one learns to write by writing, not by studying grammar, which has little or no transference value to writing or speaking. Writing is emphasized in this proposal because it goes hand in hand with reading -- one encourages the other, circuitously; it provides possibilities for creative self-expression; and for its practical uses.

The "red-pen-syndrome" is generally avoided in these activities and requirements are in terms of quantity. Nothing can be more demoralizing than to put your heart into a piece of writing and have it returned looking like the map made by someone on a bad trip. On some occasions, formal, impersonal writing assignments would be required, so that corrections of blatant errors may be made without damaging tender egos..In other cases, writing would be discussed in conference, and errors pointed out verbally.

Activities: (See Writing Curriculum outline)

1. Journal -- Each studentwould be required to keep a journal, the only requirement being quantity, a minimum of one page per day. Only the quantity is checked and journals are not read except at student request. Students are made to understand that this is simply practice for writing and that it will not be marked.

2. Letter Writing -- Letter writing is encouraged in any area where a person would really write a letter.

3. Creative Writing (See Writing Curriculum outline)

4. How-to Manuals -- Students write about activities, crafts, skills, projects, organizations, etc. in how-to form for sharing with fellow students.

This provides another "real life" experience with writing and encourages clarity and organization.

5. For Publication -- Interesting writing should be reproduced, if the author wishes, and shared. Everyone receives gratification from seeing their names in print, but the reluctant learner is particularly encouraged not only to write more, but to read more, for he is particularly encouraged not only to write more, but to read more, for he begins to see the connection between the printed word and himself.

IV. Electives in Literature

We propose to develop "mini-course" elective units in literature which students would take under contract. If the student chooses an elective, he or she must agree to fulfill the assignment in a specific period of time (approximately 2 to 4 weeks), which will vary according to ability and other commitments. The subjects for these will be either literary or thematic. (See suggestions for these in outline for Literature Curriculum).Student requirements would include readings from a selected bibliography (adjusted for abilities where possible), research to find own additional materials, broad comprehension questions, analytical questions, thought-provoking writing assignments, and where possible, some culminating project that will involve the student with the world outside the classroom.

V. Group Experiences

Because our students are adolescents and derive pleasure and motivation and derive pleasure and motivation from exchanges with their peers, some provisions for group activities are proposed. As part of the continuing reading and writing program, some time would be set aside each week for students to meet as a group and exchange ideas and/or information. This time may be used in a variety of ways. Students may wish to discuss books and articles they have been reading. They may discuss one topic of interest that has come to their attention through reading. They may share some favorite brief selections or their own writing. The teacher may wi sh to present a short selection, picture, or audio-visual material to stimulate thought, discussion, reading or writing. These sessions would be most beneficial if they were to be predominately planned and implemented by the students themselves.

VI. Evaluation of Paperback Book Program

Althought standardized tests will be given from tiem to time, new tools need to be developed to evaluate this experimental program. For much of the program, the student's progress would be evaluated through personal, close contact between teacher and student, including discussions on books and articles, from which the teacher should be able to evaluate the student's comprehension in the most general terms, i.e. did the student understand the gist of what he was reading?

One criteria of the program's success would be the condition of the books -- if they're still new looking after six months, then the program may be deemed a failure! An attitudinal survey is proposed which would attempt to ascertain whether or not students' attitudes towards books and literature had changed positively. Individual student inventories would check quantity of reading, growth through selection of a variety of types of reading experiences, and growth through the selection of increasingly mature and sophisticated literature. Informal oral tests would be given in which comprehension and vocabulary questions, although developed in advance, would be part of a comfortable discussion.

F. APPENDIX

1. Initial Selection of Paperback Books

2. Readily Available Films

Listed by Publishers

Notes: 1) number of books ordered may change to fit minimum required by distributor to obtain discount
2) prices given here are retail, but some are outdated, so the differences may account for whatever discount we get; total is an estimate

Author	Title	Price
	1. ACE BOOKS 1120 Ave. of the Am. N.Y. 10036	
Burroughs, E.	A Fighting Man of Mars	.40
" "	The Monster Men	.40
" "	The People that Time Forgot	.40
McDaniel, D.	The Man from UNCLE #4 The Dagger Affair	.50
Norton, A.	The Defiant Agents	.45
" "	Night of Masks	.40
" "	Three Against the Witchworld	.40
Roberts, S	Co-Ed in White	.35
Rohmer, S.	The Day the World Ended	.40
Ruppelt, Ed	Report on Unidentified Flying objects	.50
	2. AVON BOOK DIVISION Hearst Corp. 959 Eighth Ave N.Y. 10019	
Blish, James	Earthman Come Home	.60
" "	A Life for the Stars	.50
Breland, D.	Animal Life and Lore	.95
Gregory, Dick	From the Back of the Bus	.60
Hunter, K	The Soul Brothers and Sister Lou	.75
Joseph, S. M.	The Me Nobody Knows	.95
Karloff, B.	Boris Karloff's Favorite Horror Stories	.50
Kaufman, B.	Up the Down Staircase	.95
Mayerson, C. L.	Two Blocks Apart: Juan Gonzales & Peter Quinn	?
Sandoz, Mari	Cheyenne Autumn	1.25
	3. BALLANTINE BOOKS, INC. 101 Fifth Ave., N.Y. 10003	
Bradbury, Ray	Fahrenheit 451	.60
Burroughs, E.	The Chessmen of Mars	.50
" "	The Gods of Mars	.50
Canaway, W.H.	Find the Boy	?
Comics, E.	Tales of the Incredible	.[illegible]0

Author	Title	Price
	4. BANTAM BOOKS INC. 271 Madison Ave. NY 10016	
Adamson, J	Born Free	.75
Angelou, Maya	I Know Why the Caged Bird Sings	1.25
Bishop, J	A Day in the Life of President Kennedy	.50
Bradbury, R.	The Martian Chronicles	.60
Bullins, Ed	New Plays of the Black Theatre	1.25
Coleman, H	Dangerous Summer	.45
Conot, R.	Rivers of Blook, Years of Darkness	?
Ehrmann, W.	Premarital Dating Behavior	.75
Felson, H.	Street Rod	.50
Gibson, W.	The Miracle Worker	.50
Greenlee, Sam	The Spook Who Sat By the Door	.95
Grier & Cobbs	Black Rage	.95
Hunter, J.	The Blue Max	.75
Huxley, A.	Brave New World	.75
Jackson, George	Soledad Brother	1.50
Jones, E.	High Gear	.50
Keyes, D	Flowers for Algernon	?
Knowles, J	A Separate Peace	.75
Lincoln, C. E.	The Negro Pilgrimage in America	.60
Loring, E.	I Take This Man	.50
" "	Love Came Laughing By	.50
" "	My Dearest Love	.50
Salinger, J.D.	Catcher in the Rye	.75
Segram, S., Ed	Quotations from Chairman Mao Tse-Tung	1.00
Serling, R.	Stories from the Twilight Zone	.45
Tegner, B.	Bruce Tegner's Complete Book of Self Defense	1.00
Trumbo, Dalton	Johnny Got His Gun	.95
Walker, Margaret	Jubilee	?
Wallace, L.	Ben Hur	.50
add:		
Tidyman, Ernest	Shaft	.95
Hersey, John	The Algiers Motel Incident	1.25

Author	Title	Price
	5. BERKLEY PUB. CORP. 200 Madison Ave., N.Y. 10016	
Bonham, Frank	War Beneath the Sea	.50
Cavanna, B.	The Boy Next Door	.50
Cavanna, B	Diane's New Love	.50
" "	6 on Easy Street	.50
" "	A Time for Tenderness	.50
Craig, M	Marsha	.50
" "	Trish	.50
Dorian, E.	The Twisted Shadow	.45
Doyle, A. C.	The Adv. of Sherlock Holmes	.60
du Jardin, R.	A Man for Marcy	.50
" "	The Real Thing	.50
" "	Wedding in the Family	.50
Emery, A.	First Love, True Love	.45
" "	Married on Wednesday	.45
Fuller, John G.	Incident at Exeter: UFO'S Over America Now	?
Heinlein, R.	Stranger in a Strange Land	1.25
O'Connor, P.	The Black Tiger	.50
Stolz, M	Student Nurse	.50
Walden, A.	My Sister Mike	.50
Walden, A.	When Love Speaks	.50
Wells, H.G.	The Time Machine	.50
" "	The War of the Worlds	.50
Williams, E.	The Tunnel Escape	.50
	6. CREST BOOKS & Gold Medal Fawcett Publications, Greenwich, Conn 06830	
Brickhill, P.	The Great Escape	.50
Carson, R.	Silent Spring	.75
Conklin, G.	13 Great Classics of Science Fiction (GM)	.50
DuBois, W.	The Souls of Black Folk	.60
Gabree, John	The World of Rock (GM)	.75
Gann, E.	Fate is the Hunter	.75
Grau, Shirley	The Keepers of the House	?
Ketcham, H.	Dennis the Menace --Teacher's Threat	.40
Linkletter, A.	Kids Sure Rite Funny !	.40
Maddox, H.	How to Study	.60
Miller, W.	The Cool World	.40
" "	The Siege of Harlem	.60
Morehead, A.	The Official Rules of Card Games	.60
Parks, Gordon	The Learning Tree	.75
Remarque, E.	All Quiet on the Western Front	.60
Salisbury, H.	The Shook-up Generation	.50
Schulz, [illegible]	Good Grief, Charlie Brown!	.40
	Here Comes Snoopy	.40
Whitney, P.	Black Amber	.50

Author	Title	Price
	7. DELL PUBLISHING CO., INC. 750 Third Ave., N.Y. 10017	
Baldwin, James	Blues for Mr. Charlie	.60
" "	Nobody Knows My Name	.50
Benedict, S.	Tales of Terror & Suspense	.45
Clark, A.C.	Tales of Ten Worlds	.50
Colman, H.	Julie Builds Her Castle	.50
Cottrell, L.	The Horizon Book of Lost Worlds	.75
Cleaver, Eldridge	Soul on Ice (Delta)	1.95
Davis, Maxine	Sexual Responsibility in Marriage	.95
Dorman, M.	We Shall Overcome	.75
Friedan, Betty	The Feminine Mystique	.75
Goodman, R. & Lewin, D.	New Ways to Greater Word Power	.40
Hanle, D.	The Hairdo Handbook	.75
Heller, Joseph	Catch 22	.75
Himes, Chester	Cotton Comes to Harlem	.75
" "	Hot Day, Hot Night	.95
" "	Pinktoes	.75
Hitchbock, A.	A Hangman's Dozen	.75
" "	More Stories My Mother Never Told Me	.50
" "	Noose Report	.50
Kipling, R.	Kim	.40
Le Carre, J.	The Spy Who Came In From the Cold	.75
Lester, Julius	To Be A Slave	.75
Levin, I.	Rosemary's Baby	.95
Nathanson, E.	The Dirty Dozen	.95
Pike, J. A. (Bishop)	The Other Side: Experiences With Psychic Phenomena	.95
Saroyan, W.	The Human Comedy	.60
Shakespeare, W.	Taming of the Shrew	.60
Shelley, Mary	Frankenstein	.45
Smith, C.	Great Science Fiction Stories	50
Stoker, B.	Dracula	.60
White, T. H.	The Sword in the Stone	?
Wojciechowska, Maia	Tuned Out	?
Add: Keating, Edward	Free Huey	.95

Author	Title	Price
	8. GROSSET & DUNLAP, INC. 51 Madison Ave., N.Y. 10010	
Barr, D.	How & Why Wonder Book of Primitive Man	.59
Bolton, C.	Christy	.50
Coombs, C.	The Mystery of Satellite Seven	.50
Geis, D	How and Why Wonder Book of Dinosaurs	.59
Gelinas, P.	How & Why W. B. of Coins & Currency	.59
Highland, H.	How & Why WB of Planets & Interplanetary Travel	.59
Johnston, W.	Get Smart!	.60
Keen, M.	How & Why WB of the Human Body	.59
Keen, M.	How & Why WB of Prehistoric Mammals	.59
Keen, M.	How & Why WB of Wild Animals	.59
Lambert, J	Dreams of Glory	.50
" "	Friday's Child	.50
" "	The Reluctant Heart	.50
McKnown, Robin	Janine (Tempo)	?
Mathewson, R.	The How and Why WB of Reptiles	.59
Miller, A	Fury	.50
Osborne, E	How To Deal With Parents and Other Problems	.50
Shotwell, L.	Rosevelt Grady	.50
Stolz, M	The Day and the Way We Met	.50
Sutton, F	The How and Why WB of North American Indians	.59
Sutton, F	The How and Why WB of Our Earth	.59
Wyndham, L.	Beth Hilton, Model	.50
	9. GROVE PRESS, Inc. 214 Mercer St. N.Y. 10003	
Brown, Turner Jr.	Black Is	1.25
Jones, LeRoi	Tales	1.25
Lester, Julius	Black Folktales	.95
Malcolm X	The Autobiography of Malcolm X	1.25

Author	Title	Price
	10. LANCER BOOKS 185 Madison Ave., N.Y. 10016	
Asimov, I	The Currents of Space	.75
"	The Rest of the Robots	.50
Dern, P	Orchids for a Nurse	.40
Peebles, Melvin	Sweet Sweetback's Bad ass Song	1.00
Schwartz, J	Almost Home	1.25
Tralins, R	Clairvoyance in Women	.95
	11. POCKET BOOKS, INC. Simon & Schuster 630 Fifth Ave. N.Y. 10020	
Addams, C.	Monster Rally	.50
"	Nightcrawlers	.50
Beach, E.	Run Silent, Run Deep	.50
Cerf, B	Out on a Limerick	.50
Daly, Maureen	Seventeenth Summer (Archway)	?
Davis, Maxine	Sex and the Adolescent	.50
Fox, Paula	How Many Miles to Babylon	?
Gregory, Dick	Nigger	.75
Guareschi, G.	Comrade Don Camillo	?
Heyerdahl, T.	Aku-Aku	.75
Hilton, J.	Lost Horizons	.50
Hunter, Even	Blackboard Jungle	.50
Hurwood, B.	Monsters & Nightmares	.50
Killens, J.O.	Black Man's Burden	?
Kuznetsov, A. P.	Babi Yar	?
Lewis, N.	Word Power Made Easy	.50
McCarthy, J .	The Whimsical World of Brother Juniper	.35
McCay, Claude	Home to Harlem	.50
Nadar, Ralph	Unsafe at Any Speed (Essandress)	?
Nash, Ogden	The Pocket Book of Ogden Nash	.50
Nordoff, C.	Mutiny on the Bounty	.50
Rasovich, M.	The Bedford Incident	?
Robbins, H.	A Stone for Danny Fisher	.75
Spock, B. Dr.	Baby & Child Care	.50
Untermeyer, L.	A Con[illegible]e Treasury of Great Poems	.50
Wister, O.	The Virginian	.35

add :

Flanagan, C. F.	The First Nine Months of Life	.95

Author	Title	Price
	12. POPULAR LIBRARY, INC. 355 Lexington Ave. N.Y. 10017	
Colby, C.	Weirdest People in the World	.50
Jackson, Shirley	We Have Always Lived in the Castle	?
Kata, E.	A Patch of Blue	.50
Kennedy, John	Profiles in Courage	.65
King, M.L. Jr.	Stride Toward Freedom: The Montgomery Story	.75
Lee, Harper	To Kill A Mockingbird	.60
Lorand, R	Love, Sex and the Teenager	.60
Mann, Abby	A Child is Waiting	.50
Remarque, E.	Three Comrades	?
Tregaskis, R.	Vietname Diary	.75
Ward R. & Yates B.	Rodger Ward's Guide to Good Driving	.75
Wright, Richard	Uncle Tom's Children	.60
	13. PYRAMIC BOOKS 444 Madison Ave., N.Y. 10022	
Braithwaite, E.	To Sir, with Love	.60
Colman, H.	A Crown for Gina	.45
Rohmer, S.	Dreams of Fu Manchu	.50
Sturgeon, T.	Voyage to the Bottom of the Sea	.50
Meriwether, Louise	Daddy was a Number Runner	.95
	14. Scholastic Book Services 50 West 44th Street, N.Y. 10036	
Annixter, Paul	Swiftwater	?
Bonham, Frank	Durango Street	?
Coolidge, O.	Hercules and Other Tales from Greek Myths	.35
Doss, H.	The Family Nobody Wanted	.50
Heller, Jack	Jokesmith's Jubilee	.35
Key, A.	The Forgotten Door	?
McCulloch, M.	Second Year Nurse	.45
Poe, Edgar Allen	Eight Tales of Terror	.50

Author	Title	Price
	15. SIGNET BOOKS New American Library of World Lit. Inc. 1301 Ave. of the Americas, N.Y. 10019	
Arnold, Henri	Jumble	.60
Brown, Claude	Manchild in the Promised Land	.95
Capote, Truman	In Cold Blood	1.25
Dooley, Tom	The Night They Burned the Mountain	.60
Ebon, M. Ed.	True Experiences in Prophesy	.75
Ellis, H.	On Life and Sex	.60
Ellison, Ralph	Invisible Man	.95
Fleming, I	From Russia, with Love	.60
"	Goldfinger	.60
Ford, Jesse	The Liberation of Lord Byron Jones	?
Gaddis, T.	The Birdman of Alcatraz	.60
Graham, L.	South Town	.50
Green, Hannah	I Never Promised You a Rose Garden	.75
Griffin, J	Black Like Me	.60
Gutmacher, A	Pregnancy and Birth	.60
Hansberry, L	Raisin in the Sun	.60
Heinlein, R	Green Hills of Mars	.50
Himes, Chester	The Primitive	.60
" "	The Third Generation	.75
Kane, B	Batman	.50
King, M. L. Jr.	Why We Can't Wait	.60
Kohl, H.	36 Children	.95
Lear, E.	The Nonsense Books of Edward Lear	.75
Manfred, F.	Conquering Horse	?
Orwell, George	Animal Farm	.75
" "	1984	.95
Sands, Bill	My Shadow Ran Past	?
Schaap, R.	Turned On: The Friede-Crenshaw Case	?
Sillitoe, A.	The Loneliness of the Long Distance Runner	.60
Westheimer, D.	Von Ryan's Express	.75
"	My Sweet Charlie	?
Wright, Richard	Black Boy	.75
add:		
Cadi, Toni	Black Woman: An Anthology	.95
Hansberry , Lorraine	To Be Young, Gifted and Black	.95
Piri, Thomas	Down These Mean Streets	1.25
Segal, Erich	Love Story	.95
Salk, Lee	Your Child from 1 - 12	.95

Author	Title	Price
16 WASHINGTON SQUARE PRESS, INC. 630 Fifth Avenue, N.Y. 10020		
Funk, W. & Lewis, N.	30 Days To a More Powerful Vocabulary	.60
Gallagher, R. & Colvin, J.	Words Most Often Misspelled and Pronounced	.60
Irving, W.	Legend of Sleepy Hollow	.60
Maclean, A.	The Guns of Navarone	.60
West, J.	Cress Delehanty	.60

17. MISCELLANEOUS

Airmont Publishing Co.	22 East 60, New York 10022	
Carroll, Lewis	Alice's Adventures in Wonderland	.50
Apollo Editions, 201 Park Ave. S., N.Y. 10016		
Jones, LeRoi	The Dutchman & the Slave	1.50
Collier Books, 60 5th Avenue, N.Y.		
Raymond, J.	Your Military Duties & Obligations	.95
Trevor-Roper, H.	The Last Days of Hitler	.95
Doubleday & Co., Inc., 277 Park Avenue, N.Y. 10017		
Douglass, Frederick	Narrative of the Life of Frederick Douglass, Slave (Dophin)	.95
Wright, Richard	White Man,Listen (Anchor)	.95
Hill & Wang:		
American Friends Service Committee	Peace in Vietnam	.95
Vintage (A. Knopf), 201 East 50 Street N.Y. 10022		
Hughes, Langston	The Panther and the Lash	1.95
Lacouture, Jean	Vietnam: Between Two Truces	1.95
MacFadden Books, 205 E. 42 New York 10017:		
Benner, R and S.	Sex and the Teenager	.60
Lewis, C.	Cassius Clay	.60
Lewis, N.	How to Become a Better Reader	.95
Nova Books (Universal Pub. & Dis.), 800 2nd Ave., N.Y. 10017		
Bennett, F.	I. Judy	.50
Bowen, R.	Flight into Danger	.40
Churchill, R & B	Guide to Glamour & Personality	.50

Films

Films available through Bureau of Audio-Visual Instruction, 131 Livingston St., Brooklyn, New York. Chosen on the basis of this availability, rather than on the basis of their being the best of all available school films. Films may be rented on an on an individual basis or the school may take a subscription; $100.00 for 50 reels.

1. Animal Farm 75 min. Feature-length cartoon version of George Orwell's fable.

2. The City: Heaven & Hell 28 min. Creative and destructive aspects of city life and forces that threaten to destroy it.

3. The City: Heart of the City 28 min. Study of growing sterility, dullness and congestion destroying the vitality of city life.

4. Day is Two Feet Long 9 min. A cinematic haiku.

5. Dr. Heidegger's Experiment 22 min. Hawthorne's story. Science-fiction format.

6. From Generation to Generation 27 min. "Sensitive study of young couple, showing childbirth as emotional & spiritual experience."

7. A Glittering Song 12 min. "Fantasy World of color, light and form, with a slight thread of a story involving a child."

8. The Gold Rush, Parts I and II. 55 min. Charlie Chaplin

9. Good Earth 28 min. Adaptation of movie version of Buck's novel

10. Hangman 12 min. Animated film based on Maurice Ogden's poem, conveying message of human responsibility.

11. Hunger in America 54 min. CBS report

12. The High Wall 30 min. Case study of young bigot.

13. " I Have a Dream": The Life of Martin Luther King 35 min. by CBS

14. Jane Eyre 41 min

15. Joshua 15 min. Personal conflicts of Harlem boy on scholarship to a Texas college.

16. The Lady or the Tiger 16 min. Melville's story reset in the space age.

17. The Lottery 18 min. Story by Shirley Jackson.

18. My Old Man 27 min. Hemingway story about conflict between accepting reality and preserving illusions.

Films continued

19. Neighbors 10 min. Music, no narration: through animation shows how 2 neighbors become deadly enemies because of property-line dispute

20. No Man is an Island. 30 min. Interracial friend "find their friendship tested by fears and prejudices of a community."

21. Phoebe, Story of a Pre-Marital Pregnancy 29 min.

22. Silent Spring of Rachel Carson 54 min.

23. Story of a Prisoner 25 min. Criminal behind bars, wasted youth and drug addiction that led to incarceration and prison system shown.

24. Tell-Tale Heart 20 min. Poe's story done by 1 actor with 1 prop and "fantastic lighting techniques"

FUNDAMENTALS WORKSHOP

In November 1971, an advisory committee on secondary school mathematics met at the Satellite Academy on 2 New York Plaza to discuss the direction that this new program of secondary mathematics curriculum revision should take. This committee consisted of secondary school teachers, supervisors, administrators, and a consultant from one of the high schools in Manhattan. As a result of this meeting, the recommendation was made that a revision of the mathematics 9-10-11-12 program be undertaken.

This is the first attempt to develop a mathematics curriculum so designed as to meet the needs of a student entering an experimental program so as to function at a competent level. The syllabus for the workshop is designed to bring a students' grade level ability in mathematics to level 9. By the end of the course the student will be able to function on a basic level so that he can take either Algebra or Geometry or even Business Math. These materials will be tested and carefully revised after the administrators and teachers have had an opportunity to evaluate them while in operation in their respective schools. The material will serve as a beginning course of study for all students entering the program.

The materials used in the workshop syllabus are based on the foundations laid in an everyday work study program so that a student can perform basic tasks. The general approach and content used is that agreed upon by leading mathematical authorities as the most desirable. In the actual teaching of the program, major emphasis is placed upon the "discovery process." The principal function of the teacher is to carefully set the stage for learning in an organized fashion so that the pupils will discover for themselves the fundamental concepts involved.

The materials in the curriculum include much of what today are called the basic tools of mathematics. It is these tools which the pupils will use throughout their study in mathematics.

I. NUMBER AND NUMERATION

1. Given a series of digital numbers, the student will write the number in words.
2. Given a series of numbers in word form, the student will write the number over in digital form.
3. Given a series of oral numbers, the student will wirte them in digital form.
4. Given a series of digital numbers in a column, the student will rewrite them either smallest to largest or visa versa.
5. Given a list of digital numbers, the student will find the factors of each.
6. Given a pair of numbers, the student will find the least common factors of each pair.

II. FRACTIONS

A. Basic Concepts

1. Given a mixed number whose fraction has the denominator 10, 100, 1000, the student will write it as a decimal numeral.
2. Given an improper fraction, the student will rewrite it as a mixed numeral.

3. Given a mixed numeral, the student will rewrite it as an improper fraction.

B. Addition

1. Given a problem involving addition of fractional numbers with like denominators, the student will find the sum.
2. Given an addition problem of fractional numbers with like denominators whose sum is greater than one, the student will express the sum in simplest form.
3. Given an addition problem of fractional numbers with unlike denominators, the student will express the sum in simplest form.
4. Given an addition problem of mixed fractions with like denominators, the student will find the sum and express it in simplest terms.
5. Given an addition problem of mixed fractions with unlike denominators, the student will find the sum and express it in simplest terms.

C. Subtraction

1. Given a subtraction problem of like fractions less than one, the student will find the difference and express it in simplest terms.
2. Given a subtraction problem of unlike fractions less than one, the student will find the difference and express it in simplest terms.
3. Given a subtraction problem of mixed fractions with like

denominators, the student will find the difference and express it in simplest terms.

4. Given a subtraction problem of mixed fractions with unlike denominators, the student will find the difference and express it in simplest terms.

5. Given a problem involving the subtraction of a fraction from a whole number, the student will find the difference and express it in simplest terms.

D. Multiplication

1. Given a fraction, the student will rename it by multiplying it by another fraction which is equal to the number one.

2. Given a multiplication problem in which one factor is a whole number and the other is a fraction, the student will find the product.

3. Given a multiplication problem with two or more fractional factors, the student will rearrange the factors to find the product and state it in simplest form.

4. Given a multiplication problem in which e [illegible] ultiplicand or multiplier or both are mixed frac [illegible] the student will find the product by renaming a mixed fraction as an improper fraction and then multiplying.

E. Division

1. Given a division problem which one factor is a whole number and the other is a fraction, the student will find the quotient.

2. Given a division problem with two proper fractions, the student will find the quotient and express it in simplest terms.

3. Given a division problem in which either the divisor or the dividend or both are mixed fractions, the student will find the quotient by renaming a mixed fraction as an improper fraction and then dividing.

III. WHOLE NUMBERS

A. Addition

1. Given a list of addition problems already arranged in columns, the student will find the sum of each.

2. Given a list of addition problems arranged in rows, the student will rearrange the numbers in a column and then find the sum of each.

B. Subtraction

1. Given a list of subtraction problems arranged in columns, the student will find the difference of each and then check their answer by addition.

2. Given a list of subtraction problems arranged in a row, the student will rearrange them to columns, find the difference and then check their answers.

C. Multiplication

1. Given multiplication problems, the student will find the product of each.

D. Division

1. Given division problems such that the divisors are one digit and the dividend are many digits, the student will find the quotient of each.

2. Given division problems such that the divisors are two, three or more digits, the student will find the quotient of each.

IV. DECIMALS

A. Basic Concepts

1. Given an assortment of decimals of tenths, hundredths, thousandths, and etc., the student will round off each to the directed place.

B. Addition

1. Given addition problems of decimals with the same or different place value and arranged in column form, the student will find the sum of each.

2. Given addition problems of decimals with the same or different place value and arranged in row form, the student will rearrange the rows to an ordered column and find the sum.

C. Subtraction

1. Given subtraction problems of decimals with different or the same place value and arranged in column form, the student will find the difference of each.

2. Given subtraction problems of decimals with different or the same place value and arranged in row form, the student will rearrange the rows to an ordered column and find the difference of each.

D. Multiplication

1. Given multiplication problems of decimals with the same or different place value in each, the student will find the product of each.

E. Division

1. Given division problems of decimals where the divisors are either one, two, three or four digits with a decimal affixed from one place or four places over, the student will find the quotient of each.

V. PERCENT

A. Basic Concepts

1. Given a percent, the student will write the fraction and decimal equivalent.
2. Given a decimal or a fraction with the denominator in multiples of 10, 100, 1000 etc., the student will write the equivalent percent.
3. Given a fraction of any sort the student will change it to an equivalent percent.

B. Problems

1. The student will be able to find a percent of a number.
2. The student will be able to find a number of a percent.

VI. RATIO

1. Given a ratio, the student will write an equivalent one.

VII. PROPORTION

1. Given a proportion with a missing number, the student will find it.

2. Given two ratios, the student will tell if they are a proportion.

3. Given a series of problems dealing with ratio, the student will solve for the missing information by using proportions.

Textbooks:

(1) Preliminary Mathematics (Paperback) by Dressler (1971)

(2) Learning to Compute II by Jones (1970)

(3) Computational Skills Development Test by Proctor & Johnson

(4) Refresher Mathematics by Stein (1965)

BASIC WORD PROBLEMS ELECTIVE

Philosophy

Our philosophy is that what good are basic math skills without the ability of applying them. This is our primary objective with this elective, to have students making logical decisions through practical application of basic math skills. As a secondary purpose, the word problem elective will also provide an opportunity to strengthen the students' basic skills.

Overview

The course will be designed so that a student, at any stage of development in the Fundamentals Workshop, will be programmed to work with word problems that are not beyond his basic skill level. Thus, a student who can perform all functions involving whole numbers only, will be programmed to deal with word problems that will exclude fractions, decimals, and percents.

Objective

The objective of this program is that given any practical word problem involving operations with whole numbers, fractions, decimals, and percents, the student will take a logical scientific approach to solving that problem.

Materials

(1) Stein, Edwin I.; Refresher Mathematics; Allyn and Bacon, Boston, Mass., 1967.

I. WHOLE NUMBERS

A. Word Problems in Addition of

B. Word Problems in Addition and Subtraction

C. Word Problems in Addition and Subtraction and Multiplication

D. Word Problems in Addition and Subtraction and Multiplication and Division

II. COMMON FRACTIONS

A. Word Problems in Addition of Fractions

B. Word Problems in Addition and Subtraction

C. Word Problems in Addition and Subtraction and Multiplication

D. Word Problems in Addition and Subtraction and Multiplication and Division

E. Word Problems with Ratios

III. DECIMALS

A. Word Problems in Addition of Decimals

B. Word Problems in Addition and Subtraction of Decimals

C. Word Problems in Addition and Subtraction and Multiplication

D. Word Problems in Addition and Subtraction and Multiplication and Division

IV. PERCENTS

A. Word Problems including:

    (1) Sales Tax

    (2) Discount

    (3) Commission

(4) Profit and Loss

V. DENOMINATE NUMBERS

A. Measures:

(1) of Length

(2) of Area

(3) Liquids

(4) Speed

(5) Dry Measures

(6) Time

B. Compound Numbers of Two or More Denominations

C. English and Metric Measures

VI. EVERYDAY PROBLEMS

A. Income

B. Take-Home Pay

C. Thrift

D. Household and Family Car Expenses

E. Interest

F. Installment Buying

G. Fire and Life Insurance

H. Industrial Applications

I. School

J. Sports

THE BUSINESS MATHEMATICS PROGRAM. AN OVERVIEW

The business Mathematics Program is one of the electives workshop in which the students will have the opportunity to practice all of the fundamental skills learned in the Mathematics Workshop.

For example: the students will perform fundamental skills in business mathematics, financial records and reports, the mathematics of money and banking, the mathematics of distribution, the mathematics of investments, the mathematics of personal finance, special applications of business mathematics, practical measurements for the homeowner, mathematics in employment tests. The students will also have the opportunity to apply the abbreviations used in business transactions, symbols used in business transaction, and also the business index.

Objectives

The primary objective of the Business Mathematics Program is to familiarize the students with at least twenty-five different facets of the business community.

A second objective is to allow the students a freedom of choice in the selection of those areas of business that relate directly to the functions which they perform on their jobs so that the challenge of competition will not become a threat to their job security.

A third objective is to have the students share their acquired knowledge with their peer group with a view to making business decisions in groups.

A fourth objective is to introduce the students to the addition machine or adding machine calculator so that they will be able to develop a high level of competency in the operation of the machine.

Method and Procedure

Students may participate in elective business areas of three kinds: (1) independent study under the supervision of a staff member; (2) business topics designated by students and teachers; (3) business projects in which students pursue their interests outside the Satellite Academies, in the wider educational, industrial, business and cultural settings of the city.

Materials

The instructional materials that are found in the business curriculum are supplemented by explanations and help from teachers. The use of the adding machine clarify business mathematical concepts as well as provide valuable machine practice.

The text: Business Mathematics by R. Robert Rosenberg and Harry Lewis, published by Gregg Division, McGraw Hill Book Company, New York City, and workbook.

Tests

A 46-page set of tests will be used to test the students' rate of development.

Forms

Business forms used in the many lines of businesses will be used to familiarize the students with their purpose and function.

The following fundamental skills in Business Mathematics will be used by each student according to his particular needs.

PART I: FUNDAMENTAL SKILLS IN BUSINESS MATHEMATICS

Unit 1 -- Addition in Business

Section 1 Using Addition in Business Records
2 Gaining Speed in Addition
3 Checking the Accuracy of Addition
4 Applying Horizontal and Vertical Addition
5 Adding Decimals
6 Addition Skill Checkup

Unit 2 -- Subtraction in Business

Section 1 Using Subtraction in Business Records
2 Subtracting Whole Numbers
3 Checking the Accuracy of Subtraction
4 Applying Horizontal Subtraction
5 Subtracting Decimals
6 Making Change
7 Subtraction Skill Checkup

Unit 3 -- Multiplication in Business

Section 1 Using Multiplication in Business Records
2 Multiplying Whole Numbers
3 Checking the Accuracy of Multiplication
4 Multiplying Decimals
5 Using Multiplication Shortcuts
6 Multiplication Skill Checkup

Unit 4 -- Division in Business

Section 1 Using Division in Business Records
2 Dividing Whole Numbers
3 Checking the Accuracy of Division
4 Dividing Decimals
5 Using Division Shortcuts
6 Division Skill Checkup

Unit 5 -- Fractions in Business

Section 1 Using Fractions in Business Records
2 Changing Fractions to Equivalent Fractions
3 Adding Fractions
4 Subtracting Fractions
5 Multiplying Fractions
6 Dividing Fractions
7 Using Aliquot Parts
8 Fraction Skill Checkup

Unit 6 -- Percent in Business

Section 1 Using Percent in Business Records
2 Changing Percents to Equivalent Forms
3 Representing Decimals as Percents
4 Representing Fractions as Percents
5 Rounding Off Numbers
6 Applying the Percentage Formula
7 Percentage Skill Checkup

PART II: FINANCIAL RECORDS AND REPORTS

Unit 7 -- Payroll Procedures

Section 1 Computing Wages on the Time Basis
2 Preparing Time Cards
3 Computing Payroll Deductions
4 Computing Wages on the Straight Piecework Basis
5 Preparing a Currency Breakdown
6 Checkup on Unit 7

Unit 8 -- Business Records and Cash Procedures

Section 1 Understanding Petty Cash Procedures
2 Preparing Customer Records
3 Preparing Inventory Records
4 Preparing Equipment Records
5 Reconciling the Bank Statement
6 Checkup on Unit 8

Unit 9 -- Business and Financial Reports

Section 1 Preparing a Balance Sheet
2 Preparing an Income Statement
3 Preparing Comparative Reports
4 Checkup on Unit 9

Unit 10 -- Presenting Business Data

Section 1 Figuring Measures of Central Tendency
2 Preparing a Broken-Line Graph
3 Preparing a Bar Graph
4 Preparing a Rectangular Graph
5 Preparing a Circle Graph
6 Interpreting Graphic Data
7 Checkup on Unit 10

PART III: THE MATHEMATICS OF MONEY AND BANKING

Unit 11 -- Computing Interest

Section 1 Computing the Interest for Monthly or Daily Periods
2 Computing Exact Interest
3 Using the Banker's 60-Day Method
4 Finding the Time Lapse Between Two Dates
5 Using an Interest Table
6 Using a Time Table
7 Computing Compound Interest
8 Checkup on Unit 11

Unit 12 -- Borrowing and Lending Money

Section 1 Finding the Maturity Date and the Term of Discount
2 Discounting a Promissory Note
3 Finding the Proceeds of a Non-Interest-Bearing Note
4 Finding the Proceeds of an Interest-Bearing Note
5 Using Drafts
6 Finding the Proceeds of a Time Draft
7 Checkup on Unit 12

PART IV: THE MATHEMATICS OF DISTRIBUTION

Unit 13 -- The Mathematics of Buying

Section 1 Computing Trade Discounts
2 Using a Discount Series
3 Finding a Single Discount Equivalent to a Discount Series
4 Computing Cash Discounts
5 Checkup on Unit 13

Unit 14 -- The Mathematics of Pricing

Section 1 Finding the Markon and the Percent of Markon
2 Computing the Retail Price
3 Computing the Retail Price (continued)
4 Computing the Cost Price
5 Checkup on Unit 14

Unit 15 -- The Mathematics of Selling

Section 1 Selling on Commission
2 Computing Discount Rates
3 Computing Installment Charges
4 Computing Interest Rates on Installment Sales
5 Checkup on Unit 15

Unit 16 -- Shipping Merchandise

Section 1 Shipping by Freight Train
2 Shipping by Truck
3 Shipping by Parcel Post
4 Shipping by Airmail
5 Checkup on Unit 16

PART V: THE MATHEMATICS OF INVESTMENTS

Unit 17 -- Distributing Income from Investments

Section 1 Distributing Corporation Earnings
2 Sharing Partnership Profits
3 Dividing Assests in Bankruptcy
4 Checkup on Unit 17

Unit 18 -- Stock Purchases and Sales

Section 1 Understanding Stock-Market Quotations
2 Computing Brokerage Fees
3 Computing the Tax on the Sale of Stock
4 Computing the Rate of Return
5 Checkup on Unit 18

Unit 19 -- Bond Purchases and Sales

Section 1 Computing the Interest Payment
2 Understanding Bond-Market Quotations
3 Finding Commission Fees
4 Computing Accrued Interest
5 Computing the Rate of Return
6 Checkup on Unit 19

PART VI: THE MATHEMATICS OF PERSONAL FINANCE

Unit 20 -- Insurance

Section 1 Finding the Cost of Fire Insurance
2 Finding the Cost of Automobile Insurance
3 Finding the Cost of Life Insurance
4 Computing Probability
5 Determining Social Security Benefits
6 Checkup on Unit 20

Unit 21 -- Taxes

Section 1 Computing Property Taxes
2 Computing Retail Taxes
3 Computing Income Taxes (Federal and State)
4 Checkup on Unit 21

Unit 22 -- Automobile Ownership

Section 1 Buying on Time
2 Buying Through Cash Loans
3 Computing the Cost of Automobile Ownership
4 Checkup on Unit 22

PART VII: SPECIAL APPLICATIONS OF BUSINESS MATHEMATICS

Unit 23 -- Mathematics of Data Processing

Section 1 Understanding Systems of Numeration
2 Using the Binary System
3 Checkup on Systems of Numeration

Unit 24 -- Practical Measurements for the Homeowner

Section 1 Using Linear, Square, and Cubic Measurements
2 Computing the Cost of Water
3 Computing the Cost of Gas
4 Computing the Cost of Electricity
5 Using the English and Metric Systems
6 Checkup on Unit 24

Unit 25 -- Mathematics in Employment Tests

Section 1 Solving Problems on Business Employment Tests
2 Solving Problems on Government Employment Tests

LECTURE SCHEDULE CALENDAR FOR THE SCHOOL OF LABORATORY TECHNICIANS

The following consists of a day to day account of the training curriculum for the laboratory technicians. It is structured in a series of lectures for a period of five weeks on an alternate basis of one week instruction and the other week practical application. Along with this lecture schedule calendar, a syllabus will be used covering the topic of each day.

LECTURE SCHEDULE CALENDAR FOR THE SCHOOL OF LABORATORY TECHNICIANS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
General View of the Medical Technologist and how he stands in the Medical Field.	Introduction to Hematology; Blood Circulation and the origin of Blood cells.	Continue Blood circulation; classification of white cells.	Obtaining blood, capillary, venous; Anticoagulants; Macroscopic examination of blood.	Hemoglobin methods, Solutions; Abnormal Hemoglobins; Carboxyhemoglobin.
Introduction to the Microscope; Hematology nomenclature	Red Blood cell Count; Hemocytometer; Diluting Solutions.	White Cell Count; Electronic Equipment; Solutions used, Platelet counts, (Normal and Abn. Plat.) (15)	Hematocrit; Red Cell Corpuscular values; Values of Blood and Plasma. (Why Blood Volume) (25)	Fragility Tests; Sedimentation Rate; (Death of a Cell) (15)
Mechanisms of Hemostasis.	Disorders of Hemostasis.	First Written Exam. in HEMATOLOGY.	Equipment and Reagents, General Principle of Testing; Evaluation of vascular factor.	Evalution of Platelets and overall tests of Coagulation.

LECTURE SCHEDULE CALENDAR FOR THE SCHOOL OF LABORATORY TECHNICIANS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Evaluation of Stage I of Coagulation.	Evaluation of Stage II and Stage III of Coagulation.	Evaluation of Stage IV; Circulating anticoagulant. (Why Johnny Bleeds)(18)	Examination of Stained Blood; Making blood films; Staining Solutions.	SECOND WRITTEN EXAMINATION IN HEMATOLOGY: COAGULATION.
MORPHOLOGY, Chemistry and Function of Blood cells. (Part One)	Morphology, etc... (Part Two)	Erithropoiesis and Metabolism of Hemoglobin	ANEMIAS; Classification, Mechanisms, and Diagnosis.	Normal Slides of R. B. C. series.

LECTURE SCHEDULE CALENDAR FOR THE SCHOOL OF LABORATORY TECHNICIANS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Disorders of Vit. B_{12} and Folic Acid Metabolism. (Part One)	Disorders of Vit. B_{12} etc... (Part Two)	THIRD WRITTEN EXAMINATION IN HEMATOLOGY. (Covers up to and including classification)	Disorders of Iron Metabolism, Iron Deficiency,abnormal utilization, and Iron Overload. (Part One)	(Megaloblastic Anemias)([illegible]) (Anemia)([illegible]) FILMS TO BE SHOWN
Disorders of Iron Metabolism, etc... (Part Two)	(Hypochromic Anemia)(22) (Pathogenesis and Management of Hemochromatosis) (29) FILMS TO BE SHOWN	Bone Marrow Failure; - Aplastic Anemia Myelofibrosis.	Hemolytic Anemia: Hereditary, secondary; Hemoglobinopathies. (Part One)	Slides showing Anemia Condition.
Hemolytic Anemias; (Part Two)	(Pathogenesis of Anemia)(30) (Hemolytic Syndrome)(32) FILMS TO BE SHOWN	Anemia Resulting form Others Disorders, Polycythemia.	Abnormal Slides R.B.C. Series.	FOURTH WRITTEN EXAM. IN HEMATOLOGY.

LECTURE SCHEDULE CALENDAR FOR THE SCHOOL OF LABORATORY TECHNICIANS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Normal Slides W.B.C. series.	Leukocytes and Leukopoiesis.	The Leukemias. (Part One)	The Leukemias. (Part Two)	Malignant Lymphomas; Hodgkins Disease, Lymphosarcoma, etc... (Part One)
(Clinical Management of Accute Leukemias)(28) (L.E. Cell Formation)(11)	Malignant Lymphomas; (Part Two)	Abnormal Slides of Cells from Leukemia and Lymphoma Cases.	Proliferative disorders of Plasma Cells; Multiple Myeloma; Heavy Chain Disease.	Treatment of Leukemias. etc...

LECTURE SCHEDULE CALENDAR FOR THE SCHOOL OF LABORATORY TECHNICIANS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Abnormal Slides of W.B.C. Series.	Final EXAMINATION IN HEMATOLOGY	______ FROM THIS DATE ON, IF THERE IS TIME, SPECIAL PROJECTS WILL BE ______ GIVEN TO EVERY STUDENT.		

THE TWO TESTBOOKS FOR HEMATOLOGY ARE:

1. LABORATORY EVALUATION OF HEMOSTASIS by Sirridge; LEA AND FEBIGER CO.
2. FUNDAMENTALS OF CLINICAL HEMATOLOGY by Leavell and Thorup; Saunders Co.

PROPOSAL FOR AN ELECTIVES CURRICULUM

I. GOALS OF THE ELECTIVES CURRICULUM

A. The Goals

Primary:

To respond to the students' desires to explore interests and concerns and to express themselves; to use time in other ways they consider valuable.

(a) self-expression: writing, visual and plastic arts, music and dance, drama, political and social action.

(b) exploration of interests and concerns:

Personal (often the themes that might become the focus of artistic self-expression, e.g., love, masculinity and femininity, adulthood and adult roles, power, relations to friends, relations to family, relations to one's group (feelings of pride or shame), relations to other groups (superiority-inferiority, or hatred, or respect)

Social: e.g., econimic -- what determines distribution of wealth, job security, job satisfaction; consumer problems; how business in which student works operates, what affects its prosperity;

social: use of leisure; determinants of male-female roles; trends in urban patterns; intergroup relations in the city; determinants of status; roots of and avenues for attacking problems in crime, drugs, housing.

political: factors that determine how hard or easy it is to get change on particular problem; organization of power in a community, agency, institution, etc. as it affects many problems

(c) other uses of time students might consider personally valuable: e.g., further development of general or occupational skills

Secondary:

To teach students how to continue these pursuits on their own.

(a) How it identify and take advantage of the resources in the city that will enable them to continue their self-expression and even to get further training.

(b) How to identify and use resources for exploring any subject that might concern them.

B. Rationale

(a) Primary Goal: We take the position that the major function of education is to help people achieve their own aspirations. These aspirations always include more than the desire to make a living, which implies only the need to learn skills and information which make one employable. While young people who have spent long years in American public schools may not recognize the potential, education can and should meet their other aspirations. Prime among these is the impulse, particularly strong in adolescence, to understand oneself and one's relation to others. Most people, especially as they come to play adult roles in the economic and social life of a community, also begin to care about the forces that affect their satisfactions.

Self-express is an outlet for both kinds of concern. Most people need to find an outlet for their consciousness: to put their feeling about themselves or the world into concrete form. They may only need to talk, or they may want to do something more permanent or elaborate. Social action, the attempt to participate in changing one's environment, is as much a form of self-expression as creating a poem.

Depending on how affected he is by different experiences, a person may feel less need for self-expression in some areas than in others. Few people, however, are unmoved by anything. The need is human, and in preparing children for a full life we should help them to satisfy it. We should do so especially because many children will be offered no opportunities outside of school or after they leave it to develop creative potential.

(b) Secondary Goal: Learning that takes place in school or under school auspices isn't much good if it stops after graduation. Especially if school learning is intended to meet basic aspirations, it should continue as aspirations evolve. The school performs a limited service if it does no more than make learning possible up to the age of eighteen. Perhaps the greatest service a school can do is to equip the student to continue. The most flexible skill a student can acquire is the ability to identify resources for pursuing any interest or any form of self-expression. He should also have enough experience doing this in school to acquire the confidence that renders the knowledge operative.

In a city as culturally rich as New York, a person ignorant of the opportunities is doubly impoverished. In this context, an education that breeds ignorance of learning outside the confines of a spare classroom, is a pinched, meagre offering.

C. Relation of the Academic Curriculum

The major goal of the academic curriculum is to equip the student with basic skills in math, reading, and occupational areas like typing. To achieve this goal, we suspect that we must devote major attention to the problem of motivation. We also suspect that we cannot depend solely on such motivational factors as the urge of mastery, the perception of a relation between school success and job success, the desire to please a teacher whom one likes, or the fear of personal failure or school sanctions. We hope that the first three factors will be operative, but for more reliable, ongoing motivation we feel we will probably have to rely on the intrinsic interest of the curriculum. This is a kinder approach, since there is no point in boring children. It is also more likely to yield deep-seated effects, since the more engaged students are with the material, the more likely they are to learn from it.

The implication of this theory is that we need to base the material used in academic classes on the interests and concerns of the students. In other words, we hope the electives curriculum will not be the only segment of the curriculum that responds to what intrigues students.

The kind of confusion that might ensue would be healthy. Ideally, there should be no artificial distinctions between subjects, and between academic classes and other activities. There should only be learning activities, of various kinds and in various contexts, that help students to explore different topics, and to acquire the skills they need along the way. We cannot begin, though, with an open day, structured only by students' interests. The independence and initiative required to use that kind of situation constructively have not yet been bred in most of our students, at least not in school situations. We ~~w~~e can really do, and must do, is to think of the curriculum as a whole. We should be aware of the various ways in which student interests can be met. We should also make very deliberate attempts to "exploit" interests developed in one area of the curriculum within another.

II. FORM OF ELECTIVES WORK

A. Definition of electives.

1. Based, above all, on student choice.

(a) Of subject. While teacher may give students ideas, and may propose courses they would like to teach, students need not accept these ideas or take these courses.

(b) Of context. Insofar as the resources are available, students may choose to take electives work

(1) Within a regular academic class.
(2) Within a regularly scheduled electives class, where, as in the academic class, diverse activities might be going on simultaneously.
(3) Within a special electives course, on that topic only. Here all students would be working on the same subject. The teacher could be from the academy staff, or someone brought in from outside.
(4) Outside the academy, in an outside class or within the framework of an outside organization, e.g., work project in the community).
(5) Outside any class or organizational framework, as independent work.

(c) Of co-workers. Assuming that others are available and interested, student can choose to work
(1) With a large group.
(2) With a small group of friends -- even one other.
(3) Alone.

2. Required, in some form student chooses, for hours in his program not assigned to regular academic subjects. Hours for which students are required to attend academic classes will vary according to their needs as indicated in diagnostic tests. Therefore, students will have differing amounts of

time available for electives. In addition, amount of time student has available for electives may change over the year, depending on his academic progress.

3. Can be taken for extra credit over and above required number of hours. Ideally, electives should grow out of natural expressions of student interest that can take place anywhere, any time, and in presence of any staff member. Since we only emphasize credit because it is necessary within the system where we operate, rather than because it has intrinsic value, we would not want to discourage students from undertaking electives projects simply because they already had enough hours. We should encourage students to do any projects that interest them within the confines of their own energies and time.

At the same time, since we operate within a framework where credit can be of practical value to students in the outside world, and where students have been conditioned to feel rewarded by extra credit, we should give extra credit for extra work. A student who does extra work may find at some point that he has enough credits toward graduation so that he need do no further elective work. Or if he continues to do extra credit, we should graduate him with honors or distinction to work done by semester, or by year.

B. How Electives Units Will Be Set Up

1. The main initiative will come from the students.

(a) At first, to get the program moving, we will set up a formal process -- an interest, a follow-up interview, and a teacher planning session -- as a basis for establishing initial electives work for each student.

(b) After that, the student will be responsible for proposing his own electives projects, i.e., he will be responsible for planning enough work to cover the hours in his program available for electives.

(1) Subject. He will be responsible for deciding what subject he wants to take. Of course he can get ideas from teachers, and teachers should guide students who need support in developing ideas for electives work. But it will be up to him primarily to seek any help he needs in developing ideas.

(2) Context. Students will be informed that he is responsible not only for picking a subject, but for deciding where he wants to do work, and then taking steps to arrange it. If he wants to work independently (individually or in small group), he should seek out staff and request that he or she supervise his work. If student wants to work on a project within a diversified class, again he should request permission from a teacher to join his or her class for that purpose. If he wants a special course, he should try to interest other students, and then present a joint request to a teacher. (He must also understand that teachers will accommodate him to the best of their ability, but that students may have to reserve teacher's time in future if teacher is too busy at present.

If student wants to take an outside class or do a project within an outside organization, he must contact the person in the academy who is responsible for outside resources, and get guidance or direct help from them in locating a suitable resource. (Or, he can locate a resource entirely on his own.) Either way, he also needs to arrange with this person for academy supervision of his outside work.

(3) Co-Workers. If a student wants to work with others, he will have to try to form an interested group.

(c) Check.
(1) Of course, we cannot assume that all students will immediately take care of arranging their own electives. We must have some way of checking to see that this is happening, so that we can remind students who aren't taking care of it. (They will be informed, if they prove repeatedly "forgetful," that consequence is loss of credit necessary for graduation, necessitating either heavy makeup work later or postponement of diploma).

(2) Core of checking system will be master charts, one for each group in academy, showing for each student the time period covered by each current or projected unit of electives work, and the number of hours of electives his required to take. As soon as any staff person arranged to supervise a unit of student elective work, he should record this on the master chart. In that way, we can see what students need to arrange projects for themselves at any time.

2. Contracts between student and the teacher will define electives work. Whoever supervises the student's electives work will arrange a contract with him. If the work is being done in a class or institution outside the academy, the supervising academy teacher will find out from the student and his outside supervisor what the agreed work is.

Contracts will include:

(1) the kind of work to be done.
(2) the hours to be spent in class or on independent outside work (in terms of hours per week).
(3) the date when the unit will be finished
(4) standards for work, e.g., could be just class attendance and involvement, one or more products, or product(s) of a specified quantity.

3. Evaluation, like the original contract, will be a joint affair between the student and his supervisor.

(a) It will be based on whether the student has met the standards for work, and spent the hours specified in the original contract.

(b) Teacher's and student's consensus, or their separate judgment, are to be recorded at the bottom of the contract, or opposite the terms against which achievement is to be measured.

(c) Finished contracts, with evaluation recorded, will be stored in each student's electives file.

We need to develop a policy, probably in conjunction with teachers, about whether to attach marks to these substantive judgements. If so, how refined do we want to make them? We should make at least the judgement as to whether the student gets credit for the work, which is similar to pass-fail, only without the stigma of failure. (No credit simply leaves no trace on the record either way).

4. Extra work done within regular academic classes can be given electives credit.

(a) Many of the academic classes will include, as a part of their regular program, work that corresponds to student interests. If the teacher feels that a student has undertaken an unusual amount of such work, more than what is normally expected, he or she can give the student electives credit for the work. Hours of credit should be assigned based on the teacher's observation or estimate of the amount of time the student spent on the work.

(b) In this case, it may not be advisable to enter into a formal contract with the student. The contract might have the effect of overemphasizing the credit feature, and giving the student the message, "This is work I don't have to do." It's better just to take him up on his interests if he has time to pursue them at the moment. If a student's interests, as expressed in class, seem to be leading him towards a more elaborate project, one which he can't pursue fully at the moment, then a contract might be appropriate. The teacher could then point out to the student that his interest could provide the focus for a good electives project. A contract to work over a more extended period of time could be set up right then, or the teacher and student could plan on setting up a contract as soon as the student has enough time to begin work.

(c) Where the work is done without a formal contract, as a part of regular class work, any electives credit that accrues can be recorded on a sepcial form designed for the purpose. These forms can be kept in each student's electives file along with his finished contracts.

III. ESTABLISHING THE FIRST ROUND OF ELECTIVES

A. Student Interest Survey

1. In order to get an idea quickly as to the general pattern of student's interests, we can run an interest survey during the first few days the student attends the academic program. While an interest survey is not the most reliable way to assess student interests, it can give us enough of a general idea to begin initial planning, especially if it is followed by an interview. An interview alone would probably not suffice. The student needs time, first of all, to think about the subject. He would probably have trouble coming up with answers as fast as the interviewer poses them. It is also hard to respond to an open-ended question about interests. An interest survey can stimulate ideas with its specific items.

2. The interest survey should probably include the following parts:

(a) The arts -- music, visual and plastic arts, drama, writing, dance, etc.

(b) Social topics (See Items under Social interests and concerns, Part I, A, b. We might also include some of the items listed as personal interests and concerns, where they can take on a sociological aura. Otherwise, they are best left to more informal means of detecing student concerns, the means which will take priority as the program progresses.

(c) Advanced work in skills: This part of the survey should consist of advanced topics or areas in math, business skills, writing etc., that teachers might like to offer. Teachers should provide the Items here.

(d) Other areas, as suggested by students. Within the specific parts of the survey, there should be space provided for students to write in related items that they think of. In addition, there should be a place for students to write in anything else they might like totake.

As a sample item, and to make sure this possibility is presented, we could include on this page: a class for sampling subjects suggested by the teacher. It may be that many students are unclear about their interests, and would like exposure to a variety of new ideas.

(e) Combined ranking of preferences in each area. On each page, for each separate part of the survey, students will be asked first to check all items that might interest them, and then to indicate, from these, their first, second and third choices. (They need not mark any choices). The last step in the survey will be to record in one place the names of all numbered choices made throughout, and then to indicate a first, second, and third choice among these "finalists."

3. If the survey looke very long, we might consider administering it in two parts, to make sure that answers don't begin to get toward the end.

4. The survey should be useful throughout the year. We can always refer to it if a student is having trouble proposing new electives for himself. We can also use it in academic classes, as a guide to providing materials that will interest students.

5. Orientation to the electives program for students should be given when the interest surveys are distributed. At this point, the following ideas should be stressed:

(a) Goals of the electives program: to meet student interests.

(b) Requirements over and above regularly scheduled academic classes.

(c) Possibility of doing as much as you want, even above required limit, and receiving credit for it. (If questioned, say that credit is translated into free time later or honors).

(d) Procedures for setting up first round of electives: interest survey, follow-up conferences, teacher planning session, seeking other resources, programming.

(e) Schedule: Electives will begin for many during second week of academic work, for others as soon as we can arrange for it. In the meanwhile, that time will be occupied in special interim electives classes.

(f) Importance of student contributions to the program.

(1) Resources: Partly because we're a small program, and partly because it's a good idea anyway, we want you to help us find places where you can do outside work, and books or magazines or news articles or people to talk to or events to go to that will help in finding out about subjects you're studying inside the academy. We'll be asking you to make contributions in these areas, to help yourselves now and others in the future. We'll keep a permanent file of all resources found, by subject, with contributions from you, teachers and other staff people all in one place.

(2) Ideas for new electives projects or for attendance at events that count for electives credit: We'll have bulletin board where you and staff can post announcements about books, magazines, movies, TV shows, other events in the city that people like to explore. You can also post comments or "reviews" about these things on the board.

(If introduction might be too long, point (f) can be postponed to a later session). (There will be a later session, as soon as electives are in progress, about student responsibility for generating follow-up electives work).

B. Conferences with Students

Conferences will be held (1) after results of the interest surveys are in, and (2) after results of pretesting for skills are in, so that we know how many hours students must be programmed for skills and therefore how many hours they have available for electives work.

Conferences will serve the following purposes:

1. Verify student interests. The answers students gave on the questionnaire may be a very inaccurate reflection, in some cases, of actual student interests. Some students, for example, may react badly to questionnaires or have trouble following instructions on them.

(a) With students who said they wanted to spend more time on skills classes, we need to make sure this is a genuinely felt need, and doesn't simply represent fear or confusion about other possibilities. If it seems to be the latter, we should discuss with students the form other projects might take, including the possibility that projects can be pursued in the context of regular classes.

(b) For all students, we should ask a few exploratory questions to gauge the depth of the prime interests they indicated, and make sure they weren't random choices, e.g., How did you get interested in this?, e.g., If field is art, was it because you've done it before? Because you want to try it? Because you know someone who does it? Seen examples you like? If this questioning reveals that the student is really confused, and has no clear ideas about what interests him, we might help him identify a few starters or else direct him to a class within or outside the academy where he can explore a few things, and identify some interests.

(c) We should try to get some idea of the relative intensity of the numbered interest, e.g., Did the student have a hard time choosing among the first three, or did he put down a second and third choice just to have something in those slots?

2. Find out how the student wants to spend the time he has available for electives.

(a) Inform him how much time he must be programmed for electives, and tell him to remember this figure.

(b) Inform him that he can always take more hours of electives, in a class or in independent work, up to his capacity. He can get credit for this work.

(c) Find out how many projects he wants to try to handle right now -- how he wants to divide his time, e.g., Do you want to spend all of your time on your first choice, or divide it evenly among all three of your main choices?

3. Find out what context the student prefers for each project and what co-workers, if any.

(a) If the student wants to do practice in the arts, inform him that it will probably have to be outside the academy. (If there is tremendous resistance to that idea, he may not be able to pursue the interest. Try to find out reasons, too -- e.g., going home after dark, being in strange area. See if these objections can be met in some way, e.g., by having the student take outside classes in the company of others, or by having him take classes within his own community, if they're available. Find out, in any case, whether the student has a strong preference for his own community or for Manhattan.

(b) For students doing other things, find out if they prefer to work: (1) in an academic or electives class where other activities are going on simultaneously; (2) in a special course just on that subject; (3) in the framework of an outside organization, probably doing either observation or work within the organization; (4) independently, outside any class or organizational framework.

(c) Whatever the context, find out if students prefer to work (1) with a large group of other students; (2) with a small group, perhaps even just one other; (3) alone. The answer may vary for different projects.

4. Enlist student's help in identifying outside classes or organizations, if his preferences involve use of such resources.

(a) Refer the student to the person in charge of outside resources for the academy (if other than the interviewer). Tell him that this is the person to ask for leads when he wants to locate an outside resource.

(b) Tell the student that he should report back to the resource supervisor within three days on the results of his researches. (If you sense resistance to this assignment, tell him that locating at least one outside resource will be a requirement of any electives work, necessary for credit). (This should be additional element in all contracts).

(c) The resource supervisor should give the student as assignment, or a choice of leads, if he is having trouble knowing how to look, e.g., he might be told to consult friends or adults, particularly people who have been involved in the subject; go to community centers, community corporations, youth organizations; look in the white pages of the phone book under the name of his community or in the yellow pages under likely topics; ask Community Service Specialist in the academy for help, etc.

5. Inform students that we will try to accommodate theri wishes within the framework of our resources. We will give the closest approximation we can to what they want. It may not be exact fit, though. If we can't accommodate them now, we may be able to do so later. Their participation in working out ways to do what they want can help.

6. Tell students exact definition of work will be spelled out in contracts between them and supervising staff person.

7. Tell students that while we are arranging electives courses for them now, in future initiation of projects will be up to them. They should be thinking about other things they might like to do when current projects are finished. They can always ask teachers, other staff people for help in working out ideas, but responsibility for deciding and making sure they have enough credits in theirs. (Remind them of how many hours they must fill).

8. Tell students approximately when we will get back to them with schedule for first round of electives.

C. Collate the information available so far (in preparation for resource identification.

1. Student interests by subject. (For each academy). For each subject, list: Names of interested students. Time each student wishes to allot. Preferred context. Preferred co-workers.

2. Teacher availability.

(a) Space in regular classes: assuming maximum of 20 students per class; find difference between 20 and actual number of students assigned to each class. Based on: (1) assignment of required subject hours to students; (2) assignments of additional students to each class so far, based on requests for extra hours of the subject in general (as opposed to specific topics to be carried on within the class context).

(b) Time outside of academic classes: Difference between 1,600 hours/wk. (4 80-minute sessions/day, or 5 hours 20 minutes of teaching and actual sessions teacher is programmed for so far.

D. Meet with teachers, by academies, to identify students they can accommodate. (Pass out information collated in Step C ahead of time, so teachers can think about contributions they want to make prior to the meeting).

1. Students who want to work on a particular subject, within the academies.

(a) Within a regular classroom (either individuals or small groups). Anyone willing to supervise and assist any of these students within the framework of a regular academic class? Anyone willing to help these students in an electives class organized to accommodate a variety of student interests?

(b) Within a special course on the subject. If there are enough students to constitute a class (probably at least 7), is anyone willing to take it? If this group can be combined with others interested in one or two related subjects to make a class, would anyone be willing to take this? If neither of the above two solutions is possible, will anyone agree to supervise the student(s) within the framework of a regular academic class or a general electives class that accommodates a variety of subjects?

(c) Outside the framework of an academy class, but under staff supervision -- independent study. (Again can be either individual or small group). Who is willing to supervise any of these projects? Whoever does it should set up meeting times for supervision, preferably outside class hours, probably two or three times/wk. for 15 minutes. If the teacher's or student's schedules make this impossible, students will have to check in with teachers during regular class hours, They will have to have special appointments.

2. Students who want to sample a variety of subjects, with a lot of input from the teacher, within the academy. Who is willing to provide this kind of opportunity? As a special electives class, perhaps combined with supervision of students who are working on topics they have selected? As part of a regular academic class, with students participating for electives credit?

Students who want to work outside the academy framework. We need someone to:

(a) Find out from the student and the outside adult teaching or supervising him what work the student will be doing and for how long;

(b) Check on the student's attendance and performance;

(c) Get the student's evaluation of the work of the experience. This person should be someone who is available on the academy site to talk to the students as their experiences occur. It should probably be the same person who acts as outside resources supervisor at each academy, in order to counsel students on how to find outside classes or organizations for work that he wants to do. Sue Nevas can do it for 2 New York Plaza. Perhaps a Coordinator or Counselor or Community Service Specialist should do it for the others. Information on resources can be shared among all academies, to avoid duplication of basic research. At any academy Community Service Specialists might share this role since they probably have valuable contacts in specific communities.

4. Follow-up.

(a) Accommodating students. Check to see that we have accommodated first choices of all students. If not see if on second request some teacher will offer to help students not accommodated so far. Teachers might be willing to help students work on preferred subjects in a different context. If not, see if we can accommodate second choices of students not taken care of so far.

(b) Teacher time. If some teachers have made no contribution so far, and have a lot of spare time, ask them which kinds of above contribution they prefer. Tell them we want some sort of contribution in future, and will call upon them for this or other things if they don't volunteer.

E. Identification of outside resources.

1. Three days after their interviews, students are due to report back on outside resources. One activity that might be undertaken in the electives class to be used as a filler until regular electives program begins could be: how to find out who offers art courses, photography, etc. Topic: using the city. Kids who didn't request outside electives could help those who did. They could also be brought to view the experience as a dry run for themselves, since they will be involved in some task at some point. Results could be dramatized as permanent contributions to program: to be recorded in resource file that is for use of everybody, open to students as well as teachers.

2. Electives Curriculum Coordinator and Community Service Specialists identify resources for any students who found nothing satisfactory. We will look for evidence of effort. Also, students who found nothing will be told that by the end of this unit of work they will be required to find one other place where they could pursue thissame interest.

F. Second conference with student, if necessary, to discuss student's choice of a compromise elective, or to explain the compromise that has been worked out.

G. Program students for electives. Make any necessary adjustment in the current academic class schedule to permit electives.

Start electives program for as many students as possible two weeks after they start academic phase, which is their second week of academic work. (We could make it one month to give teachers more planning time, but that makes it a long time after students have indicated their choices -- a situation to be avoided).

In-academy electives would definitely begin at that time. Outside work or courses would begin then or as soon thereafter as possible. During first week of academic work (and second for students not yet programmed into choices) use time for conferences with students and for special class work conducted by Howard Scheiber or Enid Jack.

INTEREST SURVEY

PART I. THE AMERICAN SCENE

People and Their Lives

____
(Name)
______ Senior ______ Junior

______ American Indians
______ Why the First Europeans Came to America
______ Why the __________ came to America
(Italians, Irish, Puerto Ricans, Jews, Africans, etc.)
______ The History of the __________ in America
(Puerto Ricans, Italians, etc.)
______ The History of the __________ Community in New York City (Black, Irish, Jewish, etc.)
______ The History of the __________ Community in __________
(Brooklyn, Staten Island, Harlem, Bedford-Stuyvesant, etc.)
______ ______________________________
______ ______________________________
______ ______________________________

______ Slavery
______ The Black Struggle for Equal Rights
______ The __________ Struggle against Discrimination
______ What Gives Status in America
______ What Gives Status in the __________ Community
(Italian, Black, Jewish, Etc.)
____

______ American Values: Changes over the Past Two Hundred Years
______ American Values Today
______ The Values of the __________ Community
(Italian, Black, Jewish, etc.)

______ Growing Up in America a Hundred Years Ago
______ What Schools Used to Be Like
______ Other Kinds of Schools Today
______ How Colleges Have Changed
______ ______________________________

______ The Ideal Man in the __________ Community
(Black, Puerto Rican, Jewish, Italian, Etc.)
______ The Ideal Woman in the __________ Community
______ Changes in the Role of Women in the United States
______ ______________________________
______ The History of Fashion in America
______ Men's
______ Women's
______ Both
______ What Makes Fashions Change Today

______ Changes in Family Life in America
______ Family Life in Different Communities

____
(Name)

PART I. THE AMERICAN SCENE
People and Their Lives (cont.)

______ What Houses Were Like a Hundred Years Ago
______ Plans for Houses of the Future

______ Early American Cars
______ Early American Kitchen Gadgets
______ Important American Inventions
______ What Business Machines Were Like a Hundred Years Ago
______ The Earliest Subways and Buses in New York

______ ______________________________
______ ______________________________

______ Recreation 100 Years Ago
______ Recreation in New York Today
______ ______________________________

______ Plans for Cities of the Future
______ How Pollution Has Changed New York
______ How Pollution Has Changed Other Parts of the Country

______ The Early Settlement of New York
______ The History of Brooklyn
______ The History of Harlem
______ Changes in My Neighborhood over the Past 50 Years
______ ______________________________
______ ______________________________
______ The History of the ____________ Religion in America
(Catholic, Jewish, Baptist, etc.)

______ Black Muslims
______ New Religious Movements: Hare Krishna, witchcraft, "Jesus freaks," etc.
______ ______________________________

______ Violence in American History
______ The Organization of Crime
Gangs and Gangfights: New York 50 Years Ago

______ How the Drug Traffic Works
______ ______________________________

______ Popular Sports in the Past
______ The Development of ________________ in America
(Basketball, Baseball, etc.)

______ ______________________________
______ ______________________________

____ (Name)

PART I. RICAN SCENE
Maki ing Money

____ How People Succe ness a Hundred Year
____ People Who Have Business Today
____ Finding Out Abou rket
____ What Jobs are Li es
____ Causes of Unempl
____ Job Discriminati
____ How Unions Start
____ How Unions Have
____ ____ ____
____ ____ ____

____ How the Stock Mar
____ How to Invest in
____ What Makes the V llar Change
____ The Bank Busines
____ What Causes a Co e More or Less Money
(brokerage house, phone company, etc.)

____ ____ ____
____ ____ ____

____ The Great Depres 1930's
____ The Recession To
____ The Wage-Price F

____ ____ ____

____ How to Budget
____ Problems with St prices, credit agr service, etc.)
____ Problems with Bi (Con Ed, Telephone)
____ Problems with M (low quality or uns

____ ____ ____

____ Changing the We
____ ____ ____

____ What Determines ?

____ ____ ____

____ ____ ____

____ ____ ____

____ ____ ____

____
(Name)

PART I. THE AMERICAN SCENE
Power and Change

_______ Action for Better Housing
_______ ______________________________

_______ Fighting Pollution

_______ ______________________________
_______ Community Power and the Schools
_______ Student Power and the Schools
_______ How the Board of Education Works
_______ ______________________________
_______ ______________________________

_______ Fighting the Dope Traffic
_______ ______________________________

_______ Fighting Crime
_______ ______________________________

_______ Improving Courts
_______ Improving Prisons

_______ ______________________________
_______ ______________________________

_______ Do Demonstrations Work?
_______ ______________________________

_______ Who Has Political Power in ___________
(Harlem, Bedford-Stuyvesant, Staten Island, etc.)

_______ Who Has Power in ____________________
(my company, my department, my church, my old school, this school, the local community corporation, etc.)

_______ ______________________________

_______ What It Takes to Become a ______________
(local school board member, president of the borough, congressman, etc.)
_______ What It Takes to Become President of the United States
_______ Changing the Way We Elect Presidents
_______ ______________________________

_______ Women's Lib
_______ Black Panthers
_______ Young Lords
_______ NAACP
_______ ______________________________

____________________ (Name)

PART II. GENERAL INTERESTS
I. The Arts and Sports: Practice
Workshops in ____

________ Drama (Putting on PLays)
________ ____________________

Writing:
________ Stories

________ Poetry:
________ ____________________
________ Photography (taking and developing pictures)
________ Films (making films)
________ ____________________

Art:
________ Drawing
________ Painting
________ Sculpture
________ Trying Different Media (Forms of Art)

Crafts:
________ Pottery
________ Macrame (knot-tying)
________ Tie-dying
________ ____________________
________ ____________________

Practical Arts:

________ Sewing
________ Carpentry
________ Upholstering
________ ____________________
________ ____________________

Music:

________ Learning to play an instrument --
________ Choral singing
________ Voice training
________ Writing music

________ ____________________
________ ____________________

Dance:

________ Ballet
________ Modern
________ Jazz
________ Ethnio
________ African
________ Spanish
________ Greek
________ ____________________
________ ____________________

Sports:

________ Basketball
________ Karate
________ Judo
________ Boxing
________ Tennis
________ Skating
________ ____________________
________ ____________________

________ ____________________
________ ____________________

____
(Name)

PART II. GENERAL INTERESTS

11. The Arts and Sports: Courses

(Seeing and studying examples of the art or sport:
going to art shows, concerts, games, etc.
Learning about artists, players, musicians, etc.,
and how they work.)

____ Modern Plays
____ Black Theatre
____ Spanish Theatre
____ Plays and the Changing Society
(Focus on plays that reflect
changes in society.)

____ ____________

____ Black (Afro-American) Writers
____ Spanish Literature
____ Modern Poetry
____ African Stories and Poems

____ ____________

____ The New York Scene
(Attending a variety of shows --
plays, concerts, ballets, art shows,
etc. Looking into what they are about.)

____ History of Films
____ Great Films of the Past
____ Westerns

____ ____________

____ What is Art?

____ Art History

How Artists Have Shown

____ Cities
____ Families
____ Animals
____ Anger
____ Love

____ Black (Afro-American) Artists
____ Art of Africa

____

____ History of Jazz
____ Popular Music from the
American Past
____ Great Choral Music
____ Music for the ________
(piano, trumpet, guitar,
clarinet, etc.)

____ History of Modern Dance
____ Comparison of Ethnic Dances
(e.g. Spanish, Italian
Polist, African, etc.)

____ ____________

____ ____________

____ History of Basketball

____ Sports Reporting

____ Changes in the Game; how it
has changed, how it should --
for the game of ________

____ Ball Games Around the World

____ ____________

____ ____________

____ ____________

____
(Name)

PART II. GENERAL INTERESTS
III. Other Countries

______ Africa
______ China
______ Puerto Rico
______ Dominican Republic
______ Spain
______ Italy

______ How People Lived Long Ago in ____ (Africa, China, Puerto Rico, etc.)

______ Contacts ______ Had With the Rest of the World
______ Government in ______________

______ How People Make a Living in ______

______ Race: What is It?
______ Race Relations in Other Countries
______ ______________________

______ What Gives Status in Other Countries
______ History of Slavery - Other Times, Other Places

______ How Children Are Raised in Other Countries
______ Education in Other Countries

______ ______________________

______ Becoming an Adult - Other Parts of the World
______ The Ideal Man in Other Parts of the World
______ The Ideal Woman in Other Parts of the World
______ ______________________

______ Dating in Other Countries
______ Family Life in Other Countries
______ ______________________

______ Women's Fashions - Other Times, Other Places
______ Men's Fashions - Other Times, Other Places
______ ______________________

______ Houses in Other Cultures
______ Furniture in Other Cultures
______ Food in Other Cultures
______ ______________________

______ World Religions
______ Zen Buddhism
______ Moslem Religion
______ History of Christianity
______ How Different Religions View Death
______ How Different Religions View the Ideal Person
______ ______________________

______ Sports in Other Countries
______ Foreign Ball Games
______ ______________________

______ Crime and Punishment - Other Times, Other Places
______ How Fights are Settled - Other Times, Other Places
____

______ Communism

______ Socialism
______ Countries That Have Dictators

______ World Wars

______ ______________________

______ ______________________

______ ______________________

____
(Name)

PART II. GENERAL INTERESTS
IV. Skills

________ Algebra
________ Geometry
________ Working with Computers
________ ______________________________

________ Reading Faster
________ Vocabulary (Learning More Words)
________ Correct Writing

________ ______________________________

________ Shorthand
________ Speed Typing

________ ______________________________

________ Learning a Language ---
(which one?)

________ ______________________________

________ Mechanical Drawing

________ Operating a Machine
(which one?)

________ Fixing a Machine - ______________
(which one?)
(e. g. fixing cars, typewriters, TV sets)

________ Using the Library

________ Using City Resources

________ ______________________________

________ Reading Maps

________ ______________________________

________ ______________________________

____
(Name)

PART II GENERAL INTERESTS

V Other Areas

On this page, write in any courses you might like that have not been listed so far.

For example:

________ Samples of Many Topics
________ Sampling Art
________ Sampling Novels
________ Sampling Topics in History
________ Sampling Topics in Science

____
(Name)

_____Senior _______________Junior

PART I. THE AMERICAN SCENE

Summary of Preferences

			Final Choice Number
People and Their Lives	1.	______________________	______________
	2.	______________________	______________
	3.	______________________	______________
Making and Spending Money	1.	______________________	______________
	2.	______________________	______________
	3.	______________________	______________
Power and Change	1.	______________________	______________
	2.	______________________	______________
	3.	______________________	______________

____
(Name)

__________ Senior __________ Junior

PART II. GENERAL INTERESTS
Summary of Preferences

			Final Choice Number
The Arts and Sports: Practice	1.	____________________	__________
	2.	____________________	__________
	3.	____________________	__________
The Arts and Sports: Courses	1.	____________________	__________
	2.	____________________	__________
	3.	____________________	__________
Other Countries	1.	____________________	__________
	2.	____________________	__________
	3.	____________________	__________
Puerto Rico (Lincoln Hospital Academy only)	1.	____________________	__________
	2.	____________________	__________
	3.	____________________	__________
Skills	1.	____________________	__________
	2.	____________________	__________
	3.	____________________	__________
Other Areas	1.	____________________	__________

IV. INDIVIDUAL ACADEMY DOCUMENTS

BRIEF OVERVIEW OF THE READING PROGRAM AT 2 NEW YORK PLAZA SATELLITE ACADEMY

The reading program is designed to cover the area of reading and language arts instruction using the individualized approach.

Satellite Reading Laboratory

1. Is a self-contained learning environment in an education center.

2. Proposes to provide intensive instruction in reading and the language arts on a developmental, a corrective, or a remedial basis, in conjunction with regular classroom institution.

3. Is physically structured

   (a) to accommodate students on an individual, cluster, group or classroom basis;

   (b) with maximum flexibility as to seating arrangement.

Satellite Reading Program Purposes

1. To shift its goals and programs to meet the needs of its students;

2. To adjust to changes involving the scheduling of classes;

3. To fulfill the philosophy of the academy;

4. To utilize a wide range of instructional materials, such as:

  (a) programmed linear and branching materials in books or kit form;

  (b) self-directed materials in book or kit form;

  (c) paperback books, magazines and newspapers; and

  (d) systems of auto-instructional machines consisting of tachistoscopes, controlled readers, overhead projectors, record players, tape recorders, etc.

We conclude with a quote from Aldous Huxley: "Every man who knows how to read has it in his power to magnify himself to multiply his full, significant and interesting."

Aims of the Reading Program

1. To promote ability to secure a clear grasp of the meaning of what is read, including literal, related and implied meaning.

2. To develop a "compelling" interest in learning to read.

3. To cultivate a thoughtful reading attitude, or a demand for meaning, in all reading activities.

4. To develop ability to make use of the ideas acquired in clarifying one's understanding in acquiring rational attitudes, and in solving personal and group problems.

5. To increase the speed of reading with clear grasp of meaning.

6. To promote reasonably good oral reading on the part of all.

Still Sequences

I. Word Attach Skills
  (a) Phonetic Analysis.
  (b) Structural Analyses.
II. Comprehension and Interpretation.
  (a) Listening and speaking activities.
  (b) Writing skills.
III. Reading for Appreciation.
IV. Reading in the Subject Matter Fields.
  (a) Social Studies.
  (b) Science.
  (c) Math .
  (d) Literature

V. Study Skills and Habits.

VI. Oral Reading Skills and Habits.

VII. Vocabulary Development.

On-Going Activities

(a) A folder will be kept for each student, in which a record of day-by-day activities will include simple recordings of what was read, any writings besides the journal, clearly labeled exercises and so on.

(b) Students will be free to choose reading materials they wish, but the teacher will guide, aid and encourage them in selections.

(c) Students will participate in:

(1) Group discussions.

(2) Making reports for the newspapers and magazines.

(3) Writing resumes, themes and compositions.

(4) Debates.

(5) Writing in research papers.

(6) Speed reading drills.

(7) Vocabulary building.

Flexibility

Refinement in procedure will be made as needed, and any adjustments in approach and materials will be made as students' needs become apparent, or change.

Reading Materials

Workbooks

Brackens, et al., Tactics in Reading.

Brown., Efficient Reading

Carr., Help Yourself to Improve your Reading

Gallagher, et al. Springboards

Gray., Better and Faster Reading

Follet., Vocational Reading Services Department Store Worker;

Office Workers;

Practical Nurse;

Schacter, Whelan., Activities for Reading Improvement.

Shostak, Reading Comprehension Workbook (Books 1-4)

Smith, Be a Better Reader (Books 1-3 and 6)

Thurston, Reading for Understanding

Scope Reading Skills I, Wide World Dimensions

Wide Selection of Paperback Books

TYPEWRITING PROGRAM OVERVIEW

The typewriting program was developed with the major purpose of business education in mind -- preparation in specific vocational skills needed for initial employment and for advancement on the job.

Recognizing the varied needs and abilities of students, the curriculum is flexible enough to allow students who do not have the abilities to follow a straight stenographic track to take business courses. These students will obtain a vocational skill in preparation for initial job employment or promotion on the job. Provision is also made for those students who wish to take typewriting for their own personal enrichment and use it as a time saving device.

Business educators afford to perpetuate outdated goals and practices in an era characterized by dynamic changes in the business world and in the educational process. With this in mind, the need to train high school students in job skills for which there will be a continuing demand by New York City employers and the need to coordinate closely the specific job performance expectations of employers with the business curriculum was recognized. In order for business teacher to be a creative, dynamic person, he must look for additional sources outside the realm of education.

At Satellite Academy we have the unique privilege of having readily available the practical laboratory of business in which to observe the operation of the theories and techniques that it teaches and from which it may draw continuing material, ideas, and motivation. We are fortunate enough to have businessmen who are willing to keep in touch with us and to keep the channels of communications open as the needs of both groups change and develop.

The typing program is designed with the intent to make use of the company resources in the classroom.

In addition to using company resources, the program will take advantage of opportunities to take students on field trips to observe business operations other than the company in which they are employed. We feel that field trips can be a meaningful experience for our students.

The typing program will be geared toward individualized instruction. The class size will be small (15) students each. This gives the teacher enough time to work closely with each student. The class room setup will be office simulated in that the arrangement will resemble an office as near as possible. Students will participate in the setup with the idea of forming an actual office environment.

Materials Used in Typing

All duplicated materials are attached.

Textbooks:

20th CENTURY TYPEWRITING, Lessenberry.

TYPING POWER DRILLS, 2nd Edition, Lloyd, Rowe, Winger.

TYPEWRITING DRILL FOR SPEED AND ACCURACY, Rowe-Eter, 3rd Edition.

PUNCTUATION DRILL AND EXERCISES -- Programmed for Typing.

SPELLING DRILL AND EXERCISES -- Programmed for Typing.

BEGINNING AND PERSONAL TYPEWRITING

Course Objectives

1. To master the keyboard and related machine parts.
2. To develop proper techniques of performance by the touch method.
3. To develop proper posture, position of arms, hands, and fingers.
4. To develop neatness and cleanliness in work and student.
5. To develop sufficient speed and accuracy to form a foundation for further business education courses.
6. To learn business letter styles.
7. To develop a responsible business-like attitude toward work.
8. To develop the skill of typing memos, letters, carbons, and business forms.
9. To teach the skill of horizontal and vertical centering.
10. To make students aware of the importance of making neat earsures using erasers, Ko-Rec-Type, wipe out and other correction devices.
11. To develop the skills of proofreading and detecting errors.
12. To familiarize students with proofreading marks.
13. To teach students how to type from rough draft and hand written materials.
14. To teach students how to type stencils and master units.

15. To instruct in the methods of aligning, crowding and spreading.

16. To motivate students to maintain their skills throughout the course.

Course Content

1. Introduction of keyboard.
2. Parts of the typewriter.
3. Care of the typewriter.
4. Changing ribbon.
5. Keyboard coverage.
6. Accuracy drills.
7. Speed drills.
8. Memorandum.
9. Horizontal and vertical centering.
10. Simple tabulation.
    a. arranged tabulation
    b. semi-arranged tabulation
11. Carbon copy typing.
12. Straight copy typing.
13. Business letter styles -- stress block and semi-block.

Evaluation Procedures

Students were given the attached assignment sheet.

1. Evaluating during the first six weeks of course should be for technique only.

2. One, three and five minute timed tests should be given after six weeks; speed and accuracy should be stressed, with goal being a minimum of 1 error per minute.

3. Students should be able to type 30-45 words per minute at the end of the course.

PRODUCTION TYPEWRITING

Course Objectives

1. To review and correct deficiencies of first year typewriting.

2. To enable students to increase speed and accuracy for a variety of typing jobs.

3. To enable students to develop desirable attitudes of work performance, business decorum and personality traits necessary to employement and advancement on the job.

4. To provide situation which will require students to apply good judgment and intelligence, and develop desirable personality and character traits.

5. To aspire students to produce office type materials at office speeds and with high degree of efficiency.

6. To familiarize students with employment opportunities in typewriting.

7. To increase typewriting power through straight-copy and problem production timed writing.

8. To further develop the skill of proofreading and detecting errors.

9. To teach the application of straight-copy skill in typing representative business papers, tabulated items, enclosure notations and postscripts; statistical and tabulated reports and form letters.

10. To stimulate enthusiasm in students for typewriting, first, the vocational value of typewriting -- typewriting provides for an occupation, a means of earning a living.

11. To secure change and variety in instruction without losing sight on the purpose of the lesson.

Course Content

1. Speed building.
2. Setting up letters.
    - (a) Letters of various lenghts and styles.
    - (b) Letters with inserts, tables and quotations.
    - (c) Form letters -- making insertion.
    - (d) Erasures and corrections.
    - (e) Folding for different sized envelopes.
    - (f) Typing multiple carbon copies.
3. Typing circulars, notices, and stencils.
4. Rough drafts and manuscripts.

5. Tabulation.
    - (a) Arranged.
    - (b) Unarranged.
    - (c) Semi-arranged.
    - (d) Handwritten.
6. Business forms.
    - (a) Telegrams.
    - (b) Invoices.
    - (c) Checks.
    - (d) Typing on ruled lines.
    - (e) Bill of lading.
    - (f) Purchase orders.
    - (g) Memos.
    - (h) Requisitions.

Students were given the attached assignment sheet.

Evaluation Procedures

1. In determining grade, greatest weight should be placed on the amount of production work completed by the student and the quality of the work completed.

2. All letters should be done with carbon copy(s) and envelopes.

3. A minimum of 65 words per minute should be attained on a five-minute timed test with a minimum of 3 errors.

Drills to be taught concurrently with production typing

1. Basic technique drills may be correlated with the production job immediately following, so that it constitutes a preview of what is to follow.

2. Drills directly related to production problems. Example: Before a timing on a series of letters, an effective drill is to insert the paper, type the date, address, saluation, and first work of the paragraph as many times as possible during the time period. Time may vary from one of three minutes depending on the students.

3. Drills after production projects -- Teacher and students evaluate weak points and teacher gives specialized drills to improve these weak points or weak skills.

Outline of assignments for advance typing students.

From 20th Century Typewriting Text

Lesson	Page	Problem(s)
140	217	140 C
141	218	141 D
142	219	142 B
146	223	146 C Problems 1, 2, 3
156	241	156 C
157	242	157 C Problems 1, 2, 3
158	243	158 D Problem 1
159	244	159 C Problems 1, 2, 3 + envelopes
160	245, 246	160 B Problems 1, 2, 3 + envelopes
161	247	161 C Problems 1, 2, 3 + envelopes
164	251	164 C Problem 1
165	253	165 C Problems 1, 2, 3
169	257	169 C Problem 1
170	259	170 C

Quick Survey Course in Typing Various Forms/Lessons 176-182
Interoffice Memorandum.
Telegrams.
Desk-Fax Messages.
Confirmation Letters.
Purchase Orders.
Bill of Lading.
Invoices.

Reproduction Typing (Lessons 191-194, pp. 287-292
Stencils.
Business Letters with Special Features

203	301	Problems 1, 2, c + envelopes + carbon copies
204	303	204 C Problems 1, 2 + envelopes + carbon copies
205	305	205 C Problems 1, 2 + cc and envelope

Speed and accuracy drills will be given periodically.

ASSIGNMENT SHEET

Name: ______________________ Assignments: 20th Century Typewriting (4 weeks)

Week III

Lesson	Page	Problem Number	Percent	Remarks
35	61	35C		
	62	35D		
		35E		
36		36B		
	63	36D		
37	64	37C		
38	66	38C		
		38D		
39	67	39B		
		39C		

Week IV

Lesson	Page	Problem Number	Percent	Remarks
41	70	41B		
42	72	42C		
44	75	44C		
45	78	45D		
47	81	47D		
49	84	49D		
51	87	51D		
52	89	52C		
53	90	53B		
54	91	54B		

Week V

Lesson	Page	Problem Number	Percent	Remarks
54	92	54C		
55	93	55D		
56	95	56D		
57	96	57B		
58	97	58B		
59	99	59B		
60	100	60B		
61	101	61B		
64	105	64C		
65	106	65C		

Week VI

Lesson	Page	Problem Number	Percent	Remarks
74-75	115	74-75C (#1-2)		
76	120	76F (#1-2)		
79	125 126	79C 79D		
88	144	88C (2-3)		
90	145	90C (1 only)		
98	158	98C (#1, 2-3)		
101	163	101D (#1, 2-3)		
114	180	114B		

STENOGRAPHY (BEGINNING AND ADVANCED)

Beginning

Course Objectives

1. To determine whether student has ability to study stenography.

2. To develop correct writing posture, techniques, and penmanship.

3. To master theory and principles of Gregg system.

4. To develop the ability to take simple dictation, read it fluently, and develop correct transcribing procedures.

5. To develop the ability to read and write brief forms and phrases automatically.

6. Develop those personal qualities such as accuracy, neatness, initiative, and responsibility which lead to success in stenographic occupations.

7. To build business vocabulary based on words obtained from reading and writing practice.

Course Content

I. Gregg shorthand theory -- Diamond Jubilee
  1. Introduction of shorthand alphabet.
  2. Reading.

II. Beginning Dictation
  1. Writing of shorthand from familiar material.
  2. Reading notes taken from dictation.

III. Transcription
  1. Longhand and typewritten transcript of dictation.
  2. Practice drills in spelling and punctuation.

Evaluation

Evaluation is done in order to measure progress, detect weaknesses, provide remedial work where and when needed, and present concrete evidence of achievement of shorthand theory. This evaluation may take the following forms:

1. Short daily tests covering material presented in each new lesson and given for homework assignment.

2. Comprehensive tests covering theory of a unit or section which will measure progress in taking and transcribing dictation.

3. Dictation tests which will detect flaws in writing, errors in spelling, English usage and punctuation.

4. Final test should be given on theory, as well as a 3-minute dictation of familiar material dictated at speeds beginning at 40 words per minute.

Stenography (Advanced)

Objectives

1. All of the objectives of Steno I are maintained and increased in Steno II and Transcription.

2. To master shorthand principles and develop skill in taking dictation at a minimum of 80 words per minute.

3. To develop skill in taking dictation and transcribing from new material at rates of 80 to 160 words per minute with 95% accuracy.

Course Content

I. Review of basic shorthand theory and skills.

1. Brief forms.

2. Phrases.

II. Dictation and Transcription from practical material.

1. Writing practiced material dictated at speeds ranging from 80-160 words per minute.

2. Transcribing dictation taken at different speeds.

III. Dictation and transcription from new material.

1. Taking dictation at speeds of 80-160 words per minute.

2. Transcribing dictation.

IV. Punctuation and spelling in transcription skills.

1. Competency in word usage.

2. Proofreading.

3. Skill in capitalization, hyphenation and use of figures.

Evaluation

All evaluation in Steno I will be used Minimum requirements will be 80 words per minute with 95% accuracy.

Materials duplicated are attached.

Textbooks

Gregg Diamond Jubilee Series and Workbook.

Gregg Diamond Jubilee Series and Workbook for Advance Students.

Speed Dictation.

Dictation and Transcription.

Records and Record Player for Dictation Disc Company.

LITERATURE WORKSHOP

The objectives of the literature workshop are:

1. to enable students to become familiar with contemporary authors and genres through both independent work (reading, writing, research) and class discussion; and
2. to develop in students the tools with which to analyze and assimilate that which they have read (i. e., to develop both verbal and written self-expression).

The workshop is designed to last either one or two semesters. Two weekly meetings of ninety minutes each have been arranged. The Tuesday meetings will consist of independent study -- reading, writing, note taking, research, private conferences. Each student will, during the Tuesday meeting, become involved in work on a predetermined project of his or her own interest and design. The Thursday meeting will consist in discussion of a predetermined work (play, series of poems, novel, etc.) which relates, in some way, to what students are involved in independently.

Materials utilized will be, for the most part, soft-covered (paperback) books: one-act (full length), general anthologies, novels, non-fiction works (autobiographies, biographies), anthologies of poems, plays, and short stories. Library resources will be utilized where necessary and/or applicable. It is hoped, too, that all students will be able to become familiar with at least one branch of the New York Public Library in order for the satisfactory completion of work (projects) for the course.

Evaluation for the literature workshop will be on a pass/fail basis, with some sort of "honors pass" for projects deemed superior. Evaluation will be based upon successful completion of the chosen project or projects, attitude and interest, attendance, class participation, and ability to discuss material read or researched.

ADDING MACHINE

1. Course Objectives

a. The course is intended to develop the student's capacity to operate the ten key adding machines with a high degree of speed and accuracy.

b. The course will introduce unique methods of multiplication and division along with fractions and percents that are unfamiliar practices on the adding machine.

c. The course will also give practice exercises involving the adding machine to demonstrate its relevancy to modern office problems.

2. Sequence Of Instructional Units

The course will follow the outline of the "Victor Business Machine" course which is a programmed text for training on the adding machine developed by the Victor Comptometer Corporation.

3. Materials, Equipment And Other Resources

Each student will have his own adding machine and programmed text, which will be augmented by materials prepared by the instructor.

4. Projected Activities

At this stage, the only activity will be the work involving the programmed text, as it covers enough material to carry the students through the semester. However, if time allows, activities such as speed and accurate contests will be held, work outside the programmed text that might be coordinated with business math, or work of the type the students may be presented with at their current job.

5. Evaluation Procedures

At the end of the course each student will take a "certificate examination" which will serve as an evaluation of their course performance and as a method to determine whether they are to receive a certification as a skilled adding machine operator. If the student passes this exam, then he will receive a card from Victor attesting to this ability.

CONTEMPORARY SOCIAL ISSUES AND PROBLEMS

OVERVIEW AND RATIONALE

In an electives program which desires, concretely, to meet the interests, concerns, and needs, present and future, of its students, there is, it would seem, inherent in this proposal little need for the justification of a course designed to stimulate interest in, and concern for, contemporary social issues and problems.

It is the concerted opinion of this curriculum resource committee that, for the most part, the traditional high school social studies curriculum markedly fails to prepare the student for his future role as an aware, responsible, self-actualizing individual capable of functioning in a complex, probably urban, environment. Certainly traditional courses in history, geography, political science, economics provide an important foundation for very specific future endeavors. However, one must realize, too, that education ought to be more responsive to the needs of those whom further academic education is merely a choice among other areas, rather than an outlined, prescribed goal.

It is, then, the position of this committee to offer a course which, at once, couples contemporary social issues and problems and systems of values with present, and future needs, responsibilities, and concerns of students. Such a course should be a loosely-structured, flexible, problem-oriented, discussion-oriented seminar incorporating traditional discussion sessions and readings with outside resources (the city, community and municipal organizations), the various media, individualized "projects" and research, experiential learning (i.e., in areas directly related to urban problems, violence, crime, socio-cultural awareness, governments, bureaucracies, social change, social and political inequities, etc. - see outline of curriculum below).

In implementing such a curriculum, textbooks (rigid, factual, quantitatively-oriented) will -- for diversification, for samplings, for analysis of wholly contemporary issues, problems, "answers" -- be abandoned (though utilized, perhaps, on an individual basis, rather than by entire groups, as a supplementary reference resource) and specific paperback books, pamphlets, reference materials, periodicals, newspapers, films, general literature, fiction will replace them. In conjunction to student discussion, reading, conferences, students will be encouraged to utilize (visit, view, study) the urban environment in order that they may actively learn about various facets of city and state government, housing, poverty, crime, community organization, the prison system, and the varied concomitant social, political, economic, racial problems. Utilization of the New York City environment as "school" will be encouraged whenever and wherever appropriate and feasible.

Finally, it is apparent, too, that in order for a complete comprehension of the various contemporary social issues and problems, time, must be appropriated for a brief history and development of the problem or issue (though this will vary from one student to another) considered, as well as an "analysis" of the current state.

CONTEMPORARY SOCIAL ISSUES AND PROBLEMS

I. Urban Problems

A. Violence, Crime, Criminals

1. Drugs: Abuse, use, penalties, the law
2. Prisons: present state, brief background, reform
3. Juvenile Delinquency: The courts, the law
4. Crime and the mentally ill
5. The law and the police: policy and practices
6. The individual's rights and: protection, immunities
7. The courts: procedures, litigation, rights, codes
8. Political "prisoners" and political "trials"

B. Poverty and the Poor

1. Housing: standards, leases, individual rights, landlords' rights, governing agencies, legal aid
2. Social Welfare System: present laws, change, structure
3. Food, Nutrition, Subsidies
4. Education: The school, higher education, "mobility"
5. Representation. Voting strength, gerrymandering, community organization
6. "The Other America": An overview of the urban poor

C. Other Topics: (to be dealt with in more specific fashion in subsequent units) environment, transportation, urban bureaucracies, etc.

II. New York City Scene

A. General Hazards

1. Transportation: Costs, Efficiency, Effectiveness, Noise pollution
2. Jobs and Unemployment
3. Housing and Welfare System
4. Narcotics: The addict, the poor, big business, pushers, penalties, crimes, other ramifications
5. Wages, Prices, Rents, Controls, Inflation, The Freeze, Your Dollar
6. The City Environment: streets, noise, air, traffic, people, big business, the law and controls, solutions and reform legislation
7. Urban/New York Crime

B. Cultural Problems and Issues

1. Prices: Theatre, films, museums, concerts
2. Television: Commercials, NET, Educational medium, responsiveness to public opinion
3. Free -- subsidized -- cultural events
4. School as Cultural Institution
5. Parks, Recreation, Outdoor (summer) Cultural Activity

C. Urban/New York Literature

D. People of New York

1. Brief background
2. Geography of New York City
    - a. areas: Bronx, Queens, Staten Island, Lower East Side, Chinatown, Harlem, Brooklyn (Brownsville, Bedford-Stuyvesant, etc.)
    - b. bridges, tunnels, ferries, transportation (geography of --maps)

3. New York City Population: The various peoples who make up New York -- an analysis of cultural proclivities, politics, arts, eating habits, business zones and peoples.

E. Industry of New York: Positive and Negative Contributions to New York life.

F. Prices, Salaries, Inflation and the Consumer in New York City

G. Life in New York: General Summary

III. Role of Women in Contemporary Urban World

A. Feminism: History, brief background (early period, suffrage, contemporary issues and problems)

1. Background

2. New Orientations in the Women's "Liberation" Movements

3. Role as housewife? Children? Responsibilities?

4. Husband's responsibilities?

5. Women in business, in the professions

6. Creativity, output, equal protection before the law

B. The Literature of Women and Women's Movements:

1. The role of women in non-fiction

   a. news/media (newspaper, reportage, T. V., radio)
   b. current books by, and about, women
   c. information

2. Women in modern fiction (1900 to present):
   a. women writers: their perspectives, their models
   b. are women characters well represented by male writers in contemporary fiction? Why? Why not?

C. Services:

1. Day Care Centers: problems, solutions
2. Family planning
3. Abortion Laws: Reform, practices, issues from Church groups
4. The Family: Husband, children, wife, responsibility

IV. Ecology

- A. Big Business and Industry
- B. The individual who pollutes?
- C Pollution: rivers, streams, beaches, noise, bad air (smog), the automobile and traffic, bad housing, bad paint, excrement, people
- D. Government and their responsibilities
- E National and local ecology-oriented groups and their function
- F. Wildlife and Survival
- G. New York City's specific problems and solutions: Environmental Protection Agency

V. Mental Illness

- A. Definition of Problem
- B. Inmates or Patients?
- C. State hospitals, private hospitals
- D. Need of personnel: social workers, psychiatric social workers, psychiatric social workers, psychologists, psychiatrists (their importance, their roles)
- E. Funding, need of greater resources
- F. Types of mental illness: delineation, description, case studies, cures, treatment
- G. Treatment of the mentally ill in fiction:representative novels, characters

VI. Urban Peoples and Problems: Discontented and Oppressed Groups, Problems, Solutions

- A. Beats, "freaks," hippies: life styles, problems, successes and failures
- B. The old and the sick (the blind, the deaf, the invalid, the handicapped)
- C. The Poor

D. Blacks, Spanish-Americans, Indians, Chinese, Immigrants, Gay, Italian, Catholic, Jew: life styles, hopes, dreams, culture, food, etc.

E. Workers

F. Youth Sub-culture: generation gap, other "gaps"

G. Racism: the roots of prejudice, contemporary manifestations

1. Discrimination, prejudice
2. Legal aid, the law, the courts
3. Anti-racist groups and attitudes: NAACP, ADL, Panthers Parties of minority and oppressed groups (Communist, Black Panther Party, Socialist Worker, Progressive Labor, etc.)

4. Third World Consciousness: Activities, philosophies, what is it?

5. Avenues, Types, Success of Change

VII. Socio-Sexual Problems and Issues

A. Intra-sexual responsibilities, pregnancy, population control, other related responsibilities.

B. Forms of contraception: coil, loop, sterilization, the bill

C. Venereal Diseases: definition, description, public health, responsibilities

D. Emotional problems, responsibilities, damage

VIII. Governmental Priorities: Spending, defense, foreign aid, commitments, the UN

A. Defense: The war in Southeast Asia, the Middle East, India-Pakistan (the war and U.S. aid and involvement.)

B. U.S. role in the UN and the "world community", aid to under-developed nations, nuclear testing, treaties, police actions, diplomacy, embargoes, international money and banking (inflation of the U.S. dollar and its remifications)

C. U.S. and its relation to the world powers: China, Soviet Union, France, East and West Germany, Israel, United Arab Republic, Japan

IX. The System and Dissent:

A. Positive and negative action or activities: enumeration, discussion (case-study approach)

B. Punishments, Prison, and Political Activity

C. Recourse:

   1. The Courts

   2. The Media (e.g. the Democratic National Convention, 1968, response to Agnew and the Nixon Administration, other examples)

   3. The Vote

   4. Lobbying practices and procedures.

D. Radicals: activities. orientations, successes, failures, groups (composition): How, when, why is a person "radicalized" or "middle-Americanized?"

E. The Silent Majority: composition, conditions, expectations, why categorized and how.

X. Governments as a Social Problem:

A. Federal

   1. Graft, corruption, lobbying, where and how

   2. Does your vote change anything?

   3. Positive and negative aspects of the two-party system, alternatives, reform

   4. Disproportionate representation in Senate, House: Electoral System

   5. Affecting change:
      a. the vote (18-year-olds, problems in the South, non-voting, etc.
      b. cost of a political campaign, can anyone run for public office?
      c. the mass media, change, responsibility, costs (is the political system now in the hands, exclusively, of PR firms? other related issues.)

   6. How bills become law: the committee system, seniority, slowness of legislative process, social legislation, lobbying, big business interests, presidential veto, processes in Senate and House

   7. Sectionalism, Regionalism, Rich vs Poor, Large Corporation vs. Small Businessman, tenant, consumer, individual

8. The Supreme Court:

    a. Is it fair and truly representative?
    b. Should justices be appointed for life? Should justices be appointed at all?
    c. Types of cases which appear before the Supreme Court (with especial reference to those involving contemporary issues.)
    d. Evaluation of the efficacy of the highest court in the nation

B. State and City Governments: are there similar problems on a more confined scale? Specifically, New York City government -- Is New York City governable? Should New York City become a separate state: is this possible? is it practicable? Other possibilities.

XI. Large Bureaucracies and Monopolies

A. Board of Education: School versus work/experiments; how the Board of Education functions and is so large a bureaucracy necessary?

B. The New York Telephone Company:

1. Consumer's rights

2. Common practices -- credit rating, poor service, etc.

C. Con Edison (same procedure as telephone company)

D. Federal, State, City Agencies and Institutions: The individual vis a vis ...

E. T.V. Stations: Scheduling, policies, practices, advertising, educational

F. Hospitals and Prisons:

1. Appropriations for

2. Costs of operation/improvements, per inmate or patient

3. General problems in managing institutions, ability tochange or re-orient emphasis, structure

4. The individual and the hospital/prison structure (hierarchy)

G. The New York Times, Daily News, Village Voice, Amsterdam News, New York Post:

1. Consumer relations

2. Responsiveness to public at large and to the individual

3. As resource material -- apartments, employment, furniture, shopping, films, theatre, concerts, reviews, news, letters of protest, etc.

H. Higher Education:

1. Open admissions
2. Junior/community college system
3. Colleges responsiveness to individual students with regard to curriculum, socio-political activity, social practices and procedures.

I. Conscription and the Draft:

1. The armed forces and alternatives (CO, etc.)
2. Legal rights
3. Basic inequity
4. The Lottery
5. Eligibility, counseling, evasion, registration

XII. Social and Economic Systems:

A. Improvements in our own socio-economic system

1. Modifying the free enterprise system.
2. Socialization of certain industries, medicine, dental and other health-oriented areas

B. Comparisons: Other Systems

1. Socialistic practices in Britain, Sweden, Italy, Israel, etc.
2. Communism: Chinese, Soviet, Czechoslovakian, Yogoslavian, Cuban
3. Fascism: Spain, Portugal, Haiti, South American "republics "
4. Comparative studies: readings, discussions, projects eliciting common social problems and issues and their treatment under different forms of government

C. Peaceful Co-existence: Can different socio-political systems cooperatively live, work, and prosper in the world community -- together.

D. Overview:

1. Modern trends in the U.S. system of government and economy
2. Suggestions:
    a. more equitable distribution of wealth and power
    b. tax incentives
    c. more federally supported housing, schools, families, etc.

NEW YORK SCENE

In keeping with the overall aims and objectives of the Satellite Academies Program, it is my intent in this course to expose students to the many and diversified cultural offerings available in New York. In every area of the arts - theatre, dance, muic, painting, sculpture, and films - the depth and variety of events available in New York are unlimited in terms of creativity, range, divergence, innovation, interest, and quality. Such breadth of scope offers the student a chance to develop new interests, discover the variety of avenues available to the creative force in man, develop an understanding about the relationship between art and life and, through personal experience, discover the multiple rewards art offers in terms of the student's own life both as a New Yorker as well as a human being.

Structurally, the course will consist of class sessions during which time a student or group of students will present introductory material concerning the event, artist, and/or place under consideration during that week. Said presentation will provide the class with the necessary and fundamental background material needed in order to function in terms of experiencing the particular event in the fullest sense Preparation for these presentations will serve in a supplementary, but meaningful capacity, to provide the students with a chance to develop and refine such skills as researching a subject, developing good research habits, discovering the various types of research sources available, preparing said research material in both oral and written form, and developing and/or improving oral skills.

The various events will be attended by the group as a whole and, whenever possible, the group will make use of whatever materials - auditory, visual or written - the sponsors of the event make available in order to further enrich the experience.

After attendance at each event, the group will meet again in order to discuss and analyze said event as well as share their varied responses with each other and thus, hopefully, expand their understanding and appreciation of the individuality that distinguishes us from one another as well as the common and universal feelings that link us all together as human beings.

As student interests will be the guiding force in this course and as the cultural events in New York vary constantly, the activities undertaken in this course will thus vary and said course will be flexible enough to incorporate any special events which suddenly appear.

SHORTHAND

I. Course Objective

Much has been written about the objectives of teaching shorthand, but today most business educators agree that there is only one objective upon which the teaching of shorthand may be justified, and that is the vocational-use objective. Shorthand I & II must therefore meet the vocational standards of the business office.

II. Transcription Program in Advanced Shorthand (Shorthand II)

Week I	Drill on basic transcription techniques. Determine students' typing and English skills and knowledges. Compare typing and transcription rates on straight copy; no letters.
Week 2-5	Comma rules. All letters dictated will be loaded with comma rule being studied that period.
Week 2	Comma before coordinate conjunction. Comma following introductory clause.
Week 3	Comma in series. Comma to set off parenthetical expressions.

Week 4: Comma to set off appositve.

Comma to set off introductory phrase containing verbal form.

Week 5: Comma showing omission of and between adjectives.

Comma with nonrestrictive clauses.

Drill on spelling demons and word division. Pure block letter style, open punctation. Carbon copies and envelopes.

Week 6 — Use of the semicolon; letters illustrating use of semi-colon.

Drill on spelling words; remedial drill on English problems.

Enclosing notations.

Week 7 — Use of the dash, apostrophe, and quatation marks. Introduce the attention line.

Week 8 — Rules on the use of the hyphen. Introduction of the subject line. Compound words, words written as one word, words written as two words.

Week 9 — Capitalization rules.

Carbon copy notations.

Week 10 Drill on correct usage of figures.

Postscripts.

Note: All letters must be transcribed mailably.

III. Shorthand I: Class Procedures

- a. Blackboard review of theory in today's lesson.
- b. Reading a letter in today's lesson.
- c. Preview of the letter on the blackboard.
- d. Dictation of the letter.
- e. Review of the preview on the board.
- f. Read back last part of dictation.
- g. Presentation of part of theory in tomorrow's lesson.
- h. Repetition of steps 2-8 on second dictation exercise.
- i. Drill on brief form chart in back of text.
- j. Review of tomorrow's theory on blackboard.

IV. Shorthand II: Class Procedure

- a. Sustain dictation, speed 45-100.
- b. Transcribe notes at typewriter: letterhead paper, carbon onion skin (second sheet) All letters must be transcribed "mailably."

V. Shorthand I: Objectives and Aims

- a. To build pupil competency in the ability to take verbatim dictation as a reasonable rate of speed.
- b. To develop a reasonable degree of skill in transcribing in long hand (or where possible on the typewriter) shorthand notes taken in dictation.
- c. To develop desirable attitudes, ideals, and traits of character which will contribute to a wholesome and successful social and business career.

VI. Units: Gregg I

Week I	Lesson 1-2
Week II	Lesson 3-4
Week III	Lesson 5-6
Week IV	Lesson 7, 8, & 9
Week V	Lesson 10, 11, & 12
Week VI	Lesson 13, 14, & 15
Week VII	Lesson 16, 17, & 18
Week VIII	Lesson 19, 20, & 21
Week IX	Lesson 22, 23, & 24
Week X	Lesson 25, 26, & 27
If time permits	Lesson 28 29, & 30

VII. Units -- Pitman I

Week I	Lesson 1
Week II	Lesson 1
Week III	Lesson 2, & 3
Week IV	Lesson 3, & 4
Week V	Lesson 4 & 5
Week VI	Lesson 5, & 6
Week VII	Lesson 6, & 7
Week VIII	Lesson 7, & 8
Week IX	Lesson 8, & 9
Week X	Lesson 9, & 10
If time permits	Lesson 10-20

Note: Beginners are quizzed in theory once a week.

VIII. Equipment

Although the equipment and supplies needed to teach shorthand will vary according to the course content in each school, the teacher should be sure that she will have the minimum materials needed to teach the course effectively. The following equipment is needed to teach the course effectively:

a. Typewriters of various makes, electric, pica and elite.

b. Transcribing machines.

c. Letter opener.

d. Carbon.

e. Typing paper.

f. Stationery and envelopes.

g. Copy holders.

h. Staples and staple remover.

i. Dictionary and other reference books.

j. Small office supplies such as paper clips, pins, scotch tape, package labels, paste, rubber bands, shears, and so forth.

k. Dictating machines.

l. Phonograph.

m. Shorthand disc records (speed 45-110 wpm).

n. File cabinets.

o. Folders.

p. Working tables.

FILM WORKSHOP

It is the aim of this course to: (1) acquaint students with the medium of film art; (2) generate in them the ability to appreciate film art on an intelligent level, e.g., to provide them with awareness of the major technical aspects of film art, as well as to be able to criticize, in an intelligent manner, films and other visual arts; and (3) to acquaint students with some of the more technical aspects of film art and to delineate, as well as familiarize students with, the various aesthetic aspects of film art.

The course id designed to last one or two semesters. Two class meetings are arranged for each week. The Tuesday meeting will consist of: (1) discussion of the outside reading (The Screen Arts, Fischer), (2) discussion of student reviews of films presented to class, discussion of film last viewed, and (3) preparation for the film to be viewed at the Thursday meeting.

Students will be required to attend all screenings in class (first Thursday of month) and all films seen at local cinemas (second Thursday of month).

Each student will be required to bring to all Tuesday classes a brief (1-2 page review of the film viewed the week before. The reviews will be utilized for discussion purposes. They will be collected and commented upon; but they will not be graded.

Each student will become involved in a term-long project based on some aspect of the cinema (see attached course outline sheet).

Evaluation for the film workshop will be based on class discussions, student attitudes and interest, term project, preparation, attendance, and critical reviews. There will be no letter grades. Pass/fail or credit/no credit will be the terms of evaluation.

SYLLABUS AND ATTENDANCE REQUIREMENTS FOR FILM WORKSHOP STUDENTS

The maximum number of absences (and/or cuts) is three (3). Any student who misses more then three (3) classes will automatically fail the Film Workshop. After three absences the student will be terminated from the class and will receive no credit toward his or her graduation.

A student will be considered late is he/she comes to class later then 10 minutes after the time the class begins. If the student arrives after 30 minutes from the time class begins, he/she will have cut the class and will be marked absent.

Absences from film screening may not be made up by making an appointment with me and discussing (and/or doing) the work missed.

Week No.	Readings (The Screen Arts)	Film
1	pp. 1-7 pp. 167-181 Chapter 1	in class
2	Chapter 2	cinema
3	Chapter 3	in class
4	Chapter 4	cinema
5	Chapter 5	in class
6	Chapter 6	cinema
7	Chapter 7	in class
8	Chapter 8	cinema
9	Chapter 9	in class
10	Last date outside projects will be accepted.	cinema

Projects

One large project on: a film or films (for example, all of the term films), a director, a type of film -- western, mystery, comedy, 1930's, etc., a group of films you see on your own, a general film topic, a part of your own screenplay, your own 16mm film, a series of film reviews, etc. Length of your project will be left up to you; however, it must be large enough in scope and length so that it is evident that you put a semester of work into it; learned about a specific aspect of film art, and discussed, or described, or showed (in a film or screenplay) the content of your work (project) in an intelligent manner.

PHOTOGRAPHY

Childrens Art Workshop
525 East 6th Street
New York, New York 10009

Students who attend the Childrens Art Workshop are introduced to photography (the 35mm camera) immediately. Students are expected to engage,primarily, in independent work. The Childrens Art Workshop encourages -- as well as directs -- the student to use the camera creatively and extensively. Photographic design, composition, darkroom fundamentals (developing, printing, enlarging, etc.) are taught and practiced extensively as are more advanced photographic and darkroom techniques.

Student work is informally evaluated; it is retained in students' personal portfolios. Attendance is accurately kept and will be forwarded to the Academy.

FILM

Young Filmmakers Foundation
Rivington Street (between Chrystie & Bowery
New York, New York

Students attending the film workshop under the aegis of the Young Filmmakers Foundation receive practical training and experience in the writing, editing, and directing of short

(5 minutes) films, longer (20 minutes plus) films, and newsreel photography, writing, editing. Students acquire knowledge of the techniques of cinematography (shooting, composition, camera angles, etc.) through teacher guidance and practical experience. Techniques are learned through actual shooting experimentation under the direction of the teacher.

Advanced techniques (usage of colorfilm, filters, sound sync., etc.) are taught and practiced by the more advanced students. Usage of video tape -- video tape camers, editing, video tape "film") are also taught to more advanced students.

Student films are kept for club viewing (within the workshop), are sold to private distributors, are sold to public T. V., commercial T. V., can be rented to the public (schools, film clubs, film libraries).

Attendance at the Foundation is recorded and will be forwarded to the Academy by the head teacher at the Foundation. Student projects (films, film scripts, etc.) will be permitted to be taken to the Academy for viewing or teacher perusal.

V. ACKNOWLEDGEMENTS

Acknowledgement for the following curriculum products made available to CUE is listed below.

	Title of Document	Position
Mr. John Strand	SAP Curriculum	Administrator, Satellite Academies Program
Mr. John Strand -and- Mr. Arthur Humphrey	Vestibule Training System Development Outline	Administrator and Deputy Administrator, Satellite Academies Program
Mr. Jim Alloy -and- Mr. Robert Ascher	Satellite Academy Math Program	Satellite Academies Program Teachers
Satellite Academies Program Staff	Vestibule Curriculum	All Staff Members of Satellite Academies Program
Ms. Rose McDowell Ms. Robin Shaikun -and- Ms. Dena Stutman	A Curriculum Proposal - Individualized Reading and Arts Program	Reading Teachers in New York Plaza Academy, Lincoln Academy and Nassau Academy
Mr. Arthur Humphrey	Fundamental Workshop	Deputy Administrator, Satellite Academies Program
Mr. Allan R. Odden	Basic Word Problem Elective	Consultant for Satellite Academies Program
Mr. Lester Ortiz	Lecture Schedule Calendar for the School of Laboratory Technicians	Laboratory Technician Teacher in Lincoln Hospital Academy
Ms. Susan R. Nevas	Elective Proposal	Elective Teacher in New York Plaza Academy
Ms. Rose McDowell	Brief Overview of the Reading Program	Reading Teacher in New York Plaza Academy

	Title of Document	Position
Ms. Peggy A. Harris	Typewriting Program Overview	Occupational Skills Teacher in New York Plaza Academy
	Beginning and Personal Typewriting	
	Production Typewriting	
	Stenography	
Mr. Alloy	Adding Machine	Math Teacher in Nassau Academy
Ms. Margaret Harvey	Shorthand	
Mr. Howard Scheiber	Film Workshop	Elective Teacher in Nassau Academy
	Contemporary Social Issues and Problems: Overview and Rationale	
	Literature Workshop	
	Photography	
Ms. Dena Stutman	New York Scene	Reading Teacher in Nassau Academy
Mr. Conrad Govine	Business Math	Math Teacher in Lincoln Hospital Academy